

Childhood Education

JAN 17 1956
STATISTICAL
LIBRARY

Understanding the

Individual

***The exceptional child in the regular
classroom***

January 1956

JOURNAL OF THE

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

THE BOARD OF EDITORS OF CHILDHOOD EDUCATION

LAURA HOOPER, *Chairman*
Director, Illman-Carter Unit
University of Pennsylvania
Philadelphia, Pennsylvania

CONSTANCE CARR, *Editor*
1200 Fifteenth Street, N.W.
Washington, D. C.

ALICE S. BAIRD
Teacher, Caddo Parish Schools
Shreveport, Louisiana

WILLIAM H. KILPATRICK
Professor Emeritus of Education
Teachers College
Columbia University
New York, New York

ANNIE LAURIE PEELER
Training School
Memphis State College
Memphis, Tennessee

MARGUERITE BRYDEGAARD
Associate Professor of
Education
San Diego State College
San Diego, California

MARJORIE KINGSLEY
Teacher, Public Schools
Bellingham, Washington

NEVA ROSS
Training School
Northwest Missouri State College
Maryville, Missouri

JEAN I. CARR
Teacher, Public Schools
Forest Hill Village
Ontario, Canada

LUCILE LINDBERG
Assistant Professor of
Education
Queens College
Flushing, New York

BEATRICE TERMEER
Curriculum Coordinator
Little Lake Schools
Santa Fe Springs, California

MARJORIE L. CARLSON
Teacher, Public Schools
Omaha, Nebraska

FLORENCE WEILAND
Teacher, Public Schools
Nashville, Tennessee

VERA COULTER
Teacher, Public Schools
Oregon City, Oregon

MARY JANE LOOMIS
Assistant Professor of
Education
The Ohio State University
Columbus, Ohio

WILLIE DEE WEISS
Teacher, Public Schools
Tulsa, Oklahoma

BOOKS FOR ADULTS

CHARLES H. DENT
Associate Professor of
Curriculum and Instruction
University of Texas
Austin, Texas

BOOKS FOR CHILDREN

CHRISTINE B. GILBERT
Director, School-Community
Relations
Public Schools
Manhasset, New York

AMONG THE MAGAZINES

LUCY NULTON AND TEACHERS
P. K. Yonge Laboratory School
University of Florida
Gainesville, Florida

BULLETINS AND PAMPHLETS

PATSY MONTAGUE
Department of Public Instruction
Raleigh, North Carolina

ACEI EXECUTIVE BOARD

MERLE GRAY, *President*
Public Schools
Hammond, Indiana

FRANCES READY, *Vice-President*
Representing Kindergarten
University of Wyoming
Laramie, Wyoming

EDNA FELT
Secretary-Treasurer
Public Schools
Athens, Ohio

JOSEPHINE PALMER, *Vice-President*
Representing Nursery
State Teachers College
New Paltz, New York

SARAH LOU HAMMOND, *Vice-President*
Representing Primary
Florida State University
Tallahassee, Florida

FRANCES HAMILTON
Executive Secretary
1200 Fifteenth Street, N.W.
Washington, D. C.

GRACE DOLMAGE, *Vice-President*
Representing Intermediate
University of Manitoba
Winnipeg, Manitoba, Canada

**For Those
Concerned With
Children 2-12**

*To Stimulate Thinking
Rather Than
Advocate Fixed Practice*

1955-56: **Courage To
Move Forward**



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by ACEI, 1200 15th St. N. W., Washington 5, D. C., by the *fifteenth of the month.*

Microfilm copies of Vol. 30, 31 **CHILDHOOD EDUCATION** are available. Sept. 1955-May 1956 (Vol. 32) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to the Journal. For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.

CONSTANCE CARR, *Editor*
DOROTHY S. CARLSON, *Assistant Editor*

Subscription \$4.50. ACEI membership (including subscription) \$7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1955. Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST. N. W., WASHINGTON 5, D. C.

Childhood Education

CONTENTS FOR JANUARY 1956

Volume 32

Number 5

EDITORIAL

This Their Challenge *Laura Hooper* 203

FEATURE ARTICLES

Emotional First Aid *Lois B. Murphy* 205
How Children Differ—Working with Exceptions
Seeing Differences in Perspective *Ralph H. Ojemann* 208
The Physically Different *Doris D. Klaussen* 209
Intellectual Differences *Ruth Strang* 211
Social Differences Among Children . *Evelyn D. Alderblum* 214
Emotionally Insecure and Disturbed Children
Darrel J. Mase 218
Mid-year Musings *Lena Rexinger* 221

SPECIAL FEATURES

A Realistic Emphasis on Art *Myron Cunningham* 223
Faith Enough for Both
Helen Buckley and Kathryn Scanlan 230
Concerns for Children Are Worldwide—In Australia . . . 234

NEWS and REVIEWS

1956 ACEI Study Conference 233
News Here and There *Frances Hamilton* 237
The White House Conference on Education . . *Merle Gray* 238
Books for Children *Christine B. Gilbert* 239
Books for Adults *Charles Dent* 244
Among the Magazines *Lucy Nulton and Teachers*
P. K. Yonge School, Univ. of Fla., Gainesville 250
Over the Editor's Desk 252

FRANCES HAMILTON, *Business Mgr.*
ALIDA H. HISLE, *Advertising Mgr.*



Courtesy, Chicago Public Schools

Each has followed his own individual unique pattern of growth and no effort can force these individuals into a common pattern.

This Their Challenge

IT IS NOT JUST ANY MONDAY MORNING BUT A VERY SPECIAL MONDAY morning for Joan Hamilton as she walks through a door into a room that will become a part of her and she of it. Four walls, windows, desks and chairs, blackboards, and a sea of faces! Faces—25, 30, 40, perhaps even 50. Faces with at least one thing in common—they are all a part of Joan's classroom. How simple it would be if that were all she had to think about as she plans for the days that lie ahead. However, if Joan is a sensitive person, that sea of faces confronting her begins at once to take on individual lights and shades. Eyes are scanning her, some blue, some brown, some grey, and some with glasses. Some are looking at her with laughing eyes; some sparkle with excitement and happy expectation. Some eyes scan her sullenly, some shyly, some boldly, defiantly, some reach out to her, hungry for affection, some question, some scan her face, anxious and afraid.

There are 25 or 50 pairs of ears—big ears, little ears, medium-sized ears, but more than this, some are listening for every word she speaks, some ears are covered by small cupped hands, shutting out all she might be saying; some cannot hear what she says, no matter how hard they try.

And the bodies! Like the three bears some are big, some small, some medium-sized; some brown, some black, some white, some clothed in gay colors, some drab, some clean, some disheveled.

Each and everyone of these individuals will become a part of her and she of him as the days turn to months and the months round out the year. Each a special child and Joan knows that in the days that lie ahead she has the responsibility of accepting and helping each and every one to grow in ways that are acceptable to himself and to the group, the small society of which he has become a part. As each one grows, Joan will grow too.

Every hour of the day Joan will be called upon to face new problems. If she is to help the members of her group to grow, she must try to understand why they are as they are. She will bring all the theory she has learned of human growth and development—the part heredity and environment have played in forming these individuals.

But books alone will not give her the answers to the questions that arise. They will tell her very little of the special Susan, or Frank, or Mary, or James who sits before her. From books she cannot learn why Catherine is eager, alert, friendly, why Johnny whose birthday is in the same month, who comes from the same neighborhood, who lives in a house very much like Catherine's, is timid, afraid, clinging.

These books will not tell her why Frank peers curiously at her, why Helen cries. It is only as she watches, listens, feels the day-by-day reactions in the classroom, on the playground, on the streets, only as she comes to know the parents in their homes, only as she becomes a part

of the neighborhood and feels the intercultural reactions that she comes to understand the Claras, the Janes, the Marys, and Kennys in her room. As she watches, she gains new insights into the ways the environments influence behavior of her group. One child is wanted, enjoyed at each stage of his development; for another the expectancy of parents is too high and, therefore, the demands upon him too great; still another is neglected and another smothered with attention. Each has brought with him on this particular morning all the impacts of the environments that have fashioned him. Books will not tell her these specific things but they will help her interpret what she finds.

Joan knows that each has followed his own individual unique pattern of growth and that no effort on her part can force these 25 individuals into a common pattern. She knows, however, that the stages through which each has passed are somewhat similar, that he has crawled before walking, walked before running, jabbered before talking, held tight to possessions before sharing them. She knows that the satisfactions and success, with which each stage has been accomplished, have influenced what she finds here on this very special day. She knows that just as each has his own unique biological inheritance, so each has inherited an intellectual capacity which will influence his learning and his behavior. She knows as she plans that she must begin where she finds each one.

This uniqueness might baffle the most stout-hearted Joan if she did not begin to sense the similarities existing within her group. She notes the curious concern of all to explore the environment. She notes the common interest in communication and at the same time the differences in the manner of communicating. Though Harry strikes out with fists and claims everything as his, and though Gladys says, "When you are through, may I use the easel?" Joan notes that all must learn ways of communicating. She finds them all wanting to read, to write, to figure but at different stages of wanting or of readiness to learn and to use these skills. She finds them all needing to be recognized, loved, wanted, but each giving evidence in a different way, and to guide her she knows the standards of their democratic heritage.

How can Joan bring this group into happy living relationships, so that each and all may grow? This is her challenge. The same challenge confronts all those who enter the classrooms of the world to work with children.

THIS, TOO, IS THE CHALLENGE OF PARENTS. IT IS THE CHALLENGE OF experts whose continuous and searching study of human growth and development of behavior in all its ramifications will aid all the Joans and the parents of their children in their efforts to provide intelligently for the children in their care.—*LAURA HOOPER, director, Illman-Carter Unit, University of Pennsylvania, Philadelphia, and chairman, Board of Editors of CHILDHOOD EDUCATION.*

Emotional First Aid

for the young child

There are no adhesive bandages for the hurt feelings of the child, but there are some remedies to be applied with love and understanding. Lois B. Murphy is in the Department of Child Psychiatry, Menninger Foundation, Topeka, Kansas.

WE TAKE INDIVIDUALITY IN TALENTS for granted—Timothy makes wonderful block buildings, Susan has a gift for telling stories, Billy remembers more songs than any other child in the group.

Individual differences in sensitivity, in the things that are disturbing, are just as clear-cut, and just as important for us to watch. Joan can take a lot of physical pain, but her feelings get deeply hurt if she feels neglected or misunderstood by someone she cares about; Tommy can defend his own ideas courageously, but he can't defend his property if someone else takes it away.

Children show their disappointment, or crestfallen, heartbroken, angry feelings in different ways as well. Cynthia never cried. But she retreated to the easel and there painted pictures covered over with masses of black or brown paint as doleful looking as her face. Esther by contrast would set her jaw and play out in the doll corner feelings of retaliation against child or adult who had attacked or deprived her.

John can be comforted by calm reassurance from a grownup who takes time out to talk with him quietly, but talking does not reach Jennifer when a disappointment has brought her to the point of tears; only physical comfort getting

onto the lap of the teacher she loves, being soothed with strong consoling arms, can make her feel that it is worth while to pick up and start again. What helps one child may leave another untouched.

Such differences cannot be predicted easily from other knowledge of the child. Teddy was such a vigorous little steam engine at two that it was hard to think of him as a child who could feel utterly lost when his mother went away to visit her sister for a few days, leaving him with a relative. The first night even his beloved train that ordinarily consoled him and carried him through any low moments lost its power. When his grandmother picked him up and rocked him, he melted against her shoulder and gradually relaxed into sleepy peacefulness and went to bed comforted by the now greater willingness to believe that mommy would be back after two more sleeps.

Some Cry, Some Are Pent-up

The child who cries may disturb us; he is being babyish, not being self-reliant. We want him to be able to tell us in words about his feelings. But words are still new even to 3 year olds, and words to express feelings are the slowest learned. With most children they come after words for people, for things to eat, toys to play with. Even if the child has the words, the emotional disturbance may put them out of reach—even adults lose some of their verbal resources under emotional pressure. We must take it for granted that with some children this loss of verbal resources under emotional

stress will be greater than with other children. Sometimes our words can help him. Sometimes he will need to regain his equilibrium before even our words can mean much; in these instances comfort comes first then we talk it over afterward.

The child who loses his appetite, looks pale, becomes listless after a loss or separation may be suffering because he cannot cry and let out his feelings. Sometimes active comfort may help to release the pent-up feeling that is being so destructive, sometimes it can reinstate a feeling of closeness that can assuage the feeling and help it to diminish and be replaced by a feeling that there are other people to count on. Sometimes more complicated feelings are involved.

The child who is inconsolable disturbs us most of all; if we try to comfort him and he will not be comforted, it frustrates us, makes us feel useless and inadequate. It will help us as well as him if we can bide our time, wait until the storm subsides, staying with him even if we cannot reach him, and then when it is over say quietly some little remark that lets him know we understand and care; it can be as simple as "I'm glad you feel better now, John; it makes me feel good when you feel good. What would be fun to do?" Inconsolability is something we don't know much about—it may be a residue of early infantile experiences of prolonged colic or other pain which no amount of mothering could ease and which therefore left the sense that adults can't help when you feel worst.

Children Can Help Each Other

Children can sometimes help each other, and whenever a child intuitively reaches out to do so, it is important for us to watch sensitively, to see how the overture is accepted, and what it

means to the unhappy child. In the reports of the Hampstead Nurseries there is an instance of particularly creative mutual aid between two little children. A lonely little girl who had not yet become at home in the nursery noticed an unhappy little boy lying on the floor, miserably banging his head on the floor. She went over to him and lay down on the floor banging her head along with him. Soon he turned toward her and they smiled, then giggled at each other and the ally in misery became an ally in fun.

Children may use methods which are not at first easy for adults to appreciate, but if they work, we had best accept them for what they accomplish. Even quite aggressive children can sometimes be imaginative and resourceful toward a child in trouble if we do not interfere with his intuitive response, and this is an important part of the experience he needs to balance his more egocentric activities.

Help Children To Help Themselves

Gradually we want to help children to help themselves, to develop ways of coping with stress and with emotional pressure independently. Giving little ways of alleviating the pain can be a step in this direction. When Patrick banged his thumb while hammering and his teacher said, "Don't you remember how much better it feels if you hold it under the cold water in the bathroom?" she is reminding him that there is something he can do to make himself feel better. Or when she tells Mary, "You know, it always makes you feel better to put on a record and listen to music," she is helping Mary to consolidate a pattern of self-recovery.

Cathie was restless and couldn't go to sleep the night her mother left for a brief trip; finally she began to cry, and

to whimper, "Maybe she won't come back." When I went to her and held her hand and asked, "Are you afraid she won't come back because you were naughty today?" she nodded her head silently while the tears kept rolling down her cheeks. "But all little girls are naughty sometimes, even your mommy was naughty sometimes when she was little, and she knows that you want her to come back; she will come back." Cathie's tears stopped. "What did she do when she was naughty?" From here on we talked a little about the things that happen to everybody—sometimes they break things, sometimes they get angry at their mothers. Cathie squeezed my hand very hard and held it tightly for a few moments, until soon she was sound asleep and her whole body was quiet and relaxed and her hand loosened its tight grip. Helping the child to understand can sometimes be the most important first aid we can give.

Nursery-school teachers are familiar with the many releasing techniques which can help young children let off steam when they are angry. Almost any vigorous action will serve the purpose, whether it is running around the yard, or sawing

at the workbench, or slapping into the fingerpaint, provided that it does serve the purpose for that child.

One child's safety-valve may be another child's frustration. A safety-valve suggestion should always be related to the positive satisfactions and interests of the individual child, and also it should be an activity which involves minimum self-control and direction. Letting off steam will be most successful if the process is releasing and constructive at the same time so that feelings which began in frustration can end in satisfaction and a sense of something good achieved.

There are, unfortunately, no Johnson and Johnson Band-aids guaranteed to take care of the hurt feelings of any child as easily as a hurt finger; each child's sorrow, frustration, disappointment, fear, is his own and each must be understood both in terms of its source, and the unique ways which can really help the individual child. The sensitive and resourceful teacher watches to see "what helps" each individual child and how the child tries to help himself, and uses his ability to reinforce the natural recuperative power that belongs to each child.

IT IS ESTIMATED THAT 12 PERCENT OF ALL SCHOOL AGE CHILDREN in the USA are exceptional children, i.e., either handicapped or exceptionally gifted, but requiring special attention.

Most states now have divisions of special education and educational and therapeutic facilities, both public and private. A directory of these facilities will be found in the *Directory for Exceptional Children*, recently issued by Porter Sargent, Publishers, 11 Beacon St., Boston, Mass.

The 12 percent of exceptional children are divided approximately:

- 850,000 have behavior problems
- 675,000 intellectually gifted
- 675,000 mentally retarded
- 500,000 deaf or hard of hearing
- 500,000 delicate or of lowered vitality
- 500,000 have speech defects
- 335,000 crippled
- 65,000 blind or partially seeing

—*Child-Family Digest*, Oct. 1954, p. 71

How Children Differ

—Working with Exceptions

Children differ. Within the normal classroom the differences may be physical, intellectual, social, or emotional. There are organizations concerned with exceptional children and some interested in specific differences. CHILDHOOD EDUCATION is devoting the following section to an over-view of differences which may be found within the normal classroom. Each author is well-known in his particular field.

Seeing Differences in Perspective

By RALPH H. OJEMANN

WHEN WE SEE A CHILD WHO IS CRIPPLED or who stutters or who is very gifted intellectually or who is quite fearful, we tend to think of him as being different from other children. And so he is—in the one aspect we observe. The physically crippled child is different from other children who can run freely.

But deviation in one aspect does not mean deviations in all aspects. The stutterer is different in speech from the child who can talk fluently. But he may be quite intelligent. He may be as skillful with his arms and legs as any child. He may be able to work well with others. We want to know each child in the several aspects of development, not just one.

Sometimes we think of one aspect of development as being more important than another. For many decades we have observed the child who was slow in learning to read. Soon we began to think of special help for the slow reader. The teacher of remedial reading has been on the scene for some time and fulfills a very important function.

But we may find a particular child who is a fast reader or a particular star in arithmetic may be low in motor co-

ordination. In gym he may be quite clumsy. Or a particular child gifted in music or writing may be slow in learning how to get along with others. It might help us to give more thought to having the child who has poor motor coordination spend extra time in gym or the child who is not very skillful in relations with others to spend extra time working on projects with others.

Thus, while the slow reader with good motor coordination spends extra time on his reading, the fast reader with poor motor coordination spends extra time in gym. While the slow learner in art may need some extra help to find out just how far he can go in art, the gifted artist with an uncontrollable temper may have to spend some extra time learning how to handle the ordinary frustrations that life presents.

Sometimes we may react strongly to some deviation. We may find it difficult to accept emotionally the physical or mental deviant. But when we study him

Ralph H. Ojemann is professor of psychology and parent education in the Iowa Child Welfare Research Station and chairman of the Preventive Psychiatry Project, State University of Iowa, Iowa City.

we may find potentialities that we at first did not suspect.

The development of a personality that knows its abilities and limitations in the several aspects that go to make up the cooperating citizen is not a simple task. Human beings cannot be labeled by using only one characteristic.

Each child is different. Each child is an individual. There is no substitute for knowing how each individual thinks and feels and what potentialities he possesses. The teacher wants to know each child as an individual so he can work most effectively with him.

IT IS ONLY FOR EASE IN DISCUSSION THAT we separate in the following four articles the physically different from the mentally different and the mentally different from the socially and emotionally different. What we want to do after we have read these articles is to put all four together and use the combined product as our basis for approaching each child for, although there may be one aspect of development that catches our eye when we first meet the child, we want, as we have seen, to examine the various aspects of development before we plan how to guide him.

The Physically Different

By DORIS D. KLAUSSEN

ANY TEACHER MAY HAVE IN HIS CLASSROOM group a physically different child. About two percent of the general population of children are physically handicapped. This means if your school has 500 children in it, there are probably at least 10 to 15 children who have physical disabilities.

One of the disabilities may be a crippled condition caused by birth injury, disease, inheritance, or accident. The crippled condition may be recognized by the classroom teacher as a paralyzed arm, leg, hand, or finger; the child may have a limp; the spine may be curved; or the neck muscles unable to control or hold up the head.

Another may be ear or eye deficiency ranging from mild ear and eye difficulty to total blindness or total deafness. Lack of hearing is often hard to detect by teachers or parents. A child is sometimes thought to be mentally handicapped because of lack of language or inability

to understand. Hearing screening tests should be a part of all good school programs in order that hearing disorders may be found. Eye difficulties are easier to detect for often the child holds the book near or far away from his eyes, or he will complain of not being able to see things plainly. However, there are many eye conditions that are not so easy to detect such as astigmatism, inability of eyes to focus properly, muscle imbalance, and diseases of the eyes.

Other physical differences may be damaged hearts, speech disabilities, glandular imbalance. You, as a teacher, may suspect a heart disorder if a child complains of pain in the chest, is completely out of breath after running, feels faint or dizzy, complains of being tired. If a child has these symptoms the parent should be informed and a physical examination procured. Speech disabilities may include complete lack of speech, "baby" talk, articulatory difficulties, letter substitutions, stuttering, lisping, and others. Glandular imbalances or dis-

Doris D. Klaussen is principal of the Ann J. Kellogg School, Battle Creek, Michigan.

turbances may result in overweight or underweight, tiredness, mental retardation, and other symptoms. Only doctors can diagnose and treat such conditions.

Still other children may have epilepsy. Epilepsy is a disease that has seizures as one of its symptoms. These seizures may be petit mal (small seizures) or grand mal (child loses consciousness and may be in one for several minutes or hours). Various drugs are prescribed by doctors to control epileptic seizures, one of the most common being dilantin.

To Work We Need To Know—

All of these disabilities make the child physically different from the so-called "normal" child.

To understand and work with these exceptional children we must know the history of the child, we must know what has been done and what can be done in the medical area. In the history of the child there should be records of what the disability is and something of its nature. There needs to be an account of when the disability occurred, its cause (if known), what medical treatment the child has had, and what the prognosis is for the child. These records can be secured in cumulative records kept by the schools or reports from doctors' offices. The teacher may get information from parents, doctors, and therapists.

We must provide schools and special services for the children who need it. Some of these children can go to regular classes in regular schools and get along very nicely; others need the services of a special school or class, or even home or hospital teaching. There is no "rule of thumb" in making the decision as to which children shall be placed in regular classes or which ones in special rooms. In general, the severely handicapped child who may have multiple difficulties and needs many services should be placed

in a special education class. The child with minor difficulties or only one disability can often do very well in a regular classroom. I am convinced many more physically different children should be placed in the regular classrooms and only a very few in special classrooms.

To Accept the Child as a Child

All of us, teachers and parents, need to accept the physically handicapped child first of all as a child. Do not let the physical handicap get ahead of the child in our minds. All of these children are children. They have the same basic needs as any other children. Any child wants to be loved, to feel that he belongs in the home and school, to feel that his parents and teachers value him. All children need achievement, recognition, and self-esteem. All children need gradually to learn to make their own decisions and to do things for themselves. There is no difference between handicapped and non-handicapped as far as basic needs of human beings are concerned. Instead of emphasizing differences among children we need to emphasize the similarities and *treat all children as children*. Next we can deal with the exceptional needs such as hearing aids, crutches, braces, wheel chairs, speech help, rest periods, special rooms, special teaching. Earl Schenck Miers, a cerebral palsy, says, "The handicapped are just like everyone else, only more so." Children also need to be helped to accept differences. The best way to accomplish this is for all children to live together under one roof.

The Handicapped in Regular Rooms

I believe the best school life these handicapped children can have is in regular rooms with normal children for all or part of the day. These children need to be part of the regular stream of classroom and school living. There are

some adjustments that have to be made if we are going to give these children the services required. Specialists are needed on a school staff who can work with the deaf child to teach lip reading and language, a teacher who is trained to teach Braille and give special help to the blind, physical and occupational therapists to work with crippled children, a speech therapist to give help in speech, a teacher who can help with the partially sighted children, a teacher who can go to the homes and hospitals and help the children with their school work. A plan that has been followed by some schools is to have the physically different children in a regular room and come out for periods of the day for the special services needed. This works very well, for the children belong to a regular group and yet can have needed special services.

Some adjustments need to be made in the regular schools and classrooms if the physically different children are to be given the individual attention they need and deserve. Aisles may need to be wider to make room for wheel chairs, some special furniture may be a help so wheel chairs can roll up to tables, an elevator is needed in the building, a

place for treatments in the school and a place for resting have to be provided, hearing aids need to be made available.

With deaf and hard of hearing children the teacher needs to place them where they can read his lips as well as being able to see the lips of the children who are talking. Also, we need to be sure these children understand the work and the assignments. For the blind child possibly a larger desk or table for his materials needs to be provided. With an epileptic or cardiac child in the room a cot, as part of the furniture, is advisable. It is fine to work out a "buddy" system for the epileptic child so he has someone with him when he is out of the room.

ALL CHILDREN ARE CHILDREN AND ARE entitled to individual consideration in regular classrooms. Children are alike in more ways than they are different. Edgar Doll of Vineland, New Jersey, has said, "Let us remember the paradox that the average child is exceptional in some respects and that the exceptional child is average in most respects. This implies a double necessity for conserving what is normal as well as making the most of what is exceptional."

Intellectual Differences

By RUTH STRANG

INTELLECTUAL DIFFERENCES BETWEEN gifted and retarded children may be demonstrated most dramatically by observing their responses to the same questions or problems in the same situations. Leta S. Hollingworth did this a number of years ago in an impressive demonstration in a one-way vision room, giving the

Ruth Strang is professor of education at Teachers College, Columbia University, New York, N. Y.

Stanford-Binet test first to a gifted child, then to a mentally retarded child of the same age. In the vocabulary part of the test, the gifted child would give definitions such as:

skill: "Ease and grace in doing a thing."

regard: "Can mean two different things—to look at something or to think well of someone."

tolerate: "You may not like something but you bear it because you have to."

perfunctory: "In an offhand manner, more from a sense of duty than because you want to do it."

The type of definitions given by the mentally retarded child to the same words were inadequate attempts such as:

skill: "You do something with skill."

regard: "Be careful."

tolerate: "Be good and kind."

perfunctory: "Perform your duties."

Similar differences were seen on tests of reasoning and seeing relations. On the ball and field test, the gifted child drew a systematic plan of going round and round the field coming each time closer to the center and covering the area thoroughly until the ball was found. The retarded child made a few crisscross lines, showing that he would run aimlessly here and there, often going over the same ground he had covered before.

When the absurdities test exercises were read, the gifted child immediately laughed and pointed out the absurdity, while the retarded child failed to see anything amusing or queer in the absurd statements.

More recently several films have been prepared which similarly show differences in the responses of gifted and retarded children to the same intellectual tasks. One film¹ of special interest to teachers shows the unrehearsed reactions of four children to selected items from the Stanford-Binet test. One of the two 6 year olds tested has an IQ of 104 and the other an IQ of 156. The two 10 year olds have IQ's of 100 and 80 respectively. The differences in their performances highlight the need for teachers to adjust their expectations and instruction to individual differences in intelligence.

Tests Are Not Infallible

Tests, however, are not infallible. A child does not always demonstrate his

true mental ability on an intelligence test. Something may be bothering him at the time of testing which prevents him from giving his full attention to the test. If he is hampered by poor reading ability, he may do well on parts of the test where reading is not involved. It is also possible that his home environment may not have given him the common experiences which makers of intelligence tests assume that children have had. To overcome this last objection, Allison Davis has devised so-called "culture free" tests which may give children of lower socioeconomic status a better chance to demonstrate their ability. Although the average fluctuation of IQ on individual intelligence tests is only 6 points, half of the children show wider variation than this from test to test; changes as great as 30 or 40 points have been reported.

Consequently, while recognizing the value of standardized tests, teachers should be cautious in their use of intelligence test scores. They should never base any important decision on the results of a single test, but should note the trend in IQ over a period of years. For example, one very gifted child at 4 years made a Binet IQ of 168; at 5 years, 170; at 6 years, 200; and at 9 years, 180. An average child of the same age scored 100 IQ at 3 years; 95 at 6; 100 at 7; 116 at 9; and 108 at 10 years. The teacher should supplement test results with all available information about the child.

Day-by-Day Observations

Day-by-day observation of individual children in the classroom will show still more concretely differences in mental ability between bright and retarded children of the same chronological age. The mental characteristics of gifted children have been frequently listed and include:

They have a superior vocabulary and use words with precision.

¹ Testing Intelligence with the Stanford-Binet, Indiana University and Educational Film Library Association, 18 min. running time, sound, black and white.



All children are entitled to individual consideration in regular classrooms.

Courtesy, San Diego County Schools, Calif.

They love to talk and discuss.

They ask relevant questions.

They are quick to see relations.

They are quick to learn—they get an explanation the first time and do not ask to have it repeated.

They are good at solving problems.

They like to do creative writing.

They like to read, read more than the average child, and often know how to read before they come to school.

They have extraordinary memory.

They show intellectual curiosity.

They make consistently superior scores on achievement tests.

The difference between gifted and retarded children can be constantly observed in any classroom. For instance, in the sixth grade the pupil chairman asked a question on a topic the class had been studying—how rice is grown. One pupil gave a short, vague, inaccurate answer, while another said, "First they grow it in a greenhouse, then they plant it in the fields. When the water on it evaporates, they add more. They cut it with little

sickles and take the grain off the rice stalk."

There are, however, intellectual differences within groups of gifted and of retarded children; all gifted children do not show all of the listed characteristics. If the books are too childish or dull, they will not read. If they have had no intellectual stimulation at home or have come from a foreign-language background, they may have a meager vocabulary. If their relationship with teachers is poor or if they are afraid of being called a "brain" or a "square" by their classmates, they may try to conceal their real ability. But if the teacher provides a variety of reading materials and suggests interesting and challenging projects, gifted children will usually disclose their intellectual interests and abilities.

Early Identification Important

It is important to identify these children early. Intelligence, as Piaget said,

"elaborates itself." In this sense, intelligence is learned. The native ability to organize and relate requires suitable experiences for its development. Too many gifted children become bored and dissatisfied with school—with having to wait for slower learners, with repetition of instruction they do not need, with doing "busy work." Many fail one or more subjects and almost half of those who could profit by a college education either do not go to college or fail to graduate.

Retarded children often show the opposite characteristics of those listed for the gifted. But here, too, there are exceptions. Within the limits of their experience they can solve practical problems. They can grasp explanations when the teacher "doesn't go too fast," but "makes it clear." They respond to praise and to the teacher who expects the best of them. In working with slow-learning pupils the teacher should avoid two common types

of error: (1) expecting them to do the impossible, with no realization of their limitations, and (2) just letting them sit, without giving them the instruction and practice needed to develop the mental abilities they have. The primary non-graded school permits slow-learning Teddy to spend a year if necessary getting ready to read and to go ahead each fall where he left off without repeating a grade or being pushed too fast. It permits gifted Joan to read sixth-grade books in the third grade if they meet her needs.

GIFTED CHILDREN AND RETARDED CHILDREN are first of all *children*. They have many needs in common. They need work that they can do successfully, play and other social experience, approval more than criticism, respect for them as persons, and faith in the resources each has within himself, whether he has one talent or ten talents.

Social Differences Among Children

By EVELYN D. ADLERBLUM

IN A NATION WHOSE ECONOMY IS AS EXTENSIVE and dynamic as ours, social changes are always at work. Since these changes affect families, they naturally come through in children and are brought into the classrooms. Teachers, therefore, are involved constantly in a state of sociological problem-solving.

We have learned that the more we understand of the way an individual child lives with his family and community, the more skillfully we can teach him. In general, children who have families with comfortable homes, secure incomes, and a favorable attitude toward schools

have an easier time in adjusting to school than those who experience deprivation in money, education, and community standing. With this assumption, let us look at several current conditions and consider what they probably mean to the children who feel them.

Children with Working Mothers

Today there is a large and growing group of mothers who work outside their homes. They do it for different reasons. During the last 50 years our national standard of living has risen sharply, and the number of Americans experiencing middle-class living has more than doubled. Many mothers of this class prefer to work in order to give their

Evelyn D. Adlerblum is assistant professor of education at New York University, New York City.

families more material comforts, education, and leisure.

Other mothers of the lower socioeconomic group work of necessity, to help their husbands earn a mere subsistence income when living costs are at an all-time peak. This is especially true of migrant and foreign-born families. Also, the increase in numbers of divorces makes a difference. Since more than one-sixth of our children come from broken homes, many more women are supporting their children. In looking at a child it is important to understand why his mother works.

What do we see among children whose mothers work because of family need? Many seem to lack the home touch of mothering care. Teachers often find such a child hurried off to school with his hair uncombed, his clothing untidy or even soiled. And there are times when a youngster who has a cold or incipient childhood disease is sent to school, when he ought to be kept home in bed. But the mother's job is important and there may be nobody to stay with him at home. Often a mother looks to a school for more custodial help—to accept her child earlier in the morning or to keep him later, until her day's work is over.

And what of the children's feelings? As always, there are many who ride with the tide and show no ill effects. Some are even precociously self-reliant. Mariana, at the age of 8, gets breakfast for her two younger sisters, dresses, combs them, and gets them to nursery school before she arrives at her own class in the morning. Of course, some mornings she is late. And when a little sister is ill she stays home to nurse her. Her attendance record shows this.

Among younger children, however, we see many who reach out for additional mothering from their teacher. They seek her approval, follow her about, clinging,

sometimes whimpering—hungering for extra fondling and reassurance. Other children, pushed about by hurried, tense handling at home, carry over to their teachers the resentment they feel and do not necessarily understand. Yet, their need is also for warmth, understanding, and mothering.

Working mothers are seldom available for conferences during school hours. A teacher who believes it is important to support a child of this group by sharing findings with his mother will have to think toward home visits, and toward an occasional evening for individual or small group conferences.

Desegregation of Schools

The national effort to open all public schools to all children, regardless of skin color, cannot be accomplished quickly or smoothly. Human beings will need time to deal with old fears and judgments. They will require time to communicate, experiment, and weigh their new attempts. And the pace with which Negro and white children move on to emotional maturity and trust will partly depend upon the quality of understanding teachers give at this sensitive time. Different communities change at different rates—Wilmington, Delaware, and Topeka, Kansas, moving more quickly than many others.

Children of both ethnic groups are understandably defensive. Many Negro children are self-conscious. Some are shy, overly-conforming, and huddle together in cliques for companionship. Unsure of their reception, they will need to feel consistent acceptance over a period of time before they become natural and trustful in school.

All children reflect the feelings and values of their parents. In many cases we are expecting white children to take the stress of new social growth in con-



**They are first of all
children.**

*Courtesy, Public Schools
Grand Rapids, Mich.*

tradition to their homes and families. We look to them for fresh vision. True, children can change more readily than adults; but they cannot do it quickly or without support. Their change will be uneven, characterized by times of unconscious condescension, volatile flare-ups of old feelings, and withdrawal. Only a teacher who can accept the change himself is able to help children accept it, for his basic attitudes are communicated in many subtle, natural ways. It is up to a teacher to sense when particular children are ready to work together, to develop techniques of group work, and to deal with concerns of parents.

Migrant Children

We are now beginning to make solid progress in relieving the social and educational underprivileges of migrant families. As these families, engaged in seasonal agricultural occupations or temporary industrial jobs, move in and out of communities, their children move in

and out of our schools. Generally, their school attendance has in the past been irregular, with frequent absences and poor learning adjustment.

It is a tribute to the inner strength of these children and to their family solidarity that they get along as well as they do. For their social underpinning has been weak. Because their families have had no property in any community, they have had no real status. Regarded as unsubstantial, even vagrant, neither migrant parents nor children have felt wanted. Today, in states from California and Texas to Minnesota and New York, citizens are coming to see that the families who harvest their crops and help their economy deserve good housing, health services, schools, and personal acceptance. The Federal Government, having studied this problem, has recently published a bulletin¹ to guide community programs.

¹ *When the Migrant Families Come Again*. Interdepartmental Committee on Migratory Labor, U.S. Government Printing Office, Washington, D. C.

What of the classroom picture? Migrant children are often lonely and need friends. They have no regular neighbors and friends to steady them. Since many are economically deprived, their clothing and cleanliness habits show this. Because they are not in school for long, consecutive periods, they do not learn as much as others, and their achievement is often retarded. This hurts their standing with other children.

Schools can help these children through providing bus service, hot lunches, and additional help in skill subjects. Teachers can transmit their respect for them by valuing their travel experiences, encouraging discussion, and weaving them into group life. In some cases they may ask them to keep travel scrapbooks to be shared when they return the next year.

Foreign-born Children

A child who comes into a school from a foreign culture brings more than a strange language with him. He brings the many influences of that other land and its history. In addition, he often brings self-consciousness about the difference he feels between the old and the new.

For example, many Puerto Rican families have been coming here recently. Although they are citizens of this nation, Puerto Ricans are a Spanish people essentially. In New York City, the entire school system is working on the best ways to teach these children. The immediate concern is to develop a communicative English vocabulary. It is also necessary for teachers to know what to expect of these children in terms of their insular history.

The life of most Puerto Ricans has been agrarian, economically poor, and very slow-paced. There has been little incentive for competition. Children, then,

are unhurried and do not have our drive for organization, promptness, or competitiveness. They do have emotional qualities of warmth, sensitivity, and trustfulness. These may be either guided toward more complex group living or be displaced into self-consciousness and resentment.

These children are often shy, affectionate, and quick to enjoy humor. They enjoy music, rhythm, color, and nature. Their feeling toward their parents is strong and respectful of authority, reflecting also their predominantly Catholic religious ties. Since educational opportunities have been limited until recently, schools are respected but not readily understood by many parents. Also, physical underprivilege and malnutrition leave their mark in children's poor growth and limited resistance to infection.

Teachers who understand such aspects of a foreign-born child's life can shape their expectations accordingly. They can do intercultural teaching, utilizing the music, stories, customs, and values of the old culture to lead to the new, with self-respect and appreciation. They can also make a place for parents to observe and enjoy the school, and to become a part of its associations.

THE CHILDREN JUST DESCRIBED—THOSE with working mothers, others involved in school desegregation, the migrants, and newcomers from other lands—are not exceptional or odd. Their needs are those of all children. It is only because special currents have swept through their lives, that their feelings of security and acceptance are more threatened. We can help them:

We can inform ourselves about their ways of living and modify our expectations.

We can show our acceptance of them by making a place for their experiences and feelings in discussion, written work, the ma-

nipulative arts, music, and group structures.

We can plan ways of communicating with their parents through personal messages, visits, parties, and other informal channels.

We can try to keep ourselves aware of social changes and ready to deal with human problems as teachers of children, untainted by arbitrary judgments.

Emotionally Insecure and Disturbed Children

By DARREL J. MASE

AREN'T ALL OF US, OCCASIONALLY, IF not frequently, emotionally insecure and disturbed? However, do we like to be judged as such? When is it desirable or necessary to give such labels to children in our classrooms? Let us remember these are relative terms and have meaning only as used by one individual and as applied to another. These terms are generally reserved for the person whose behavior is not acceptable in a particular environment as judged by the individual using the terms. When the behavior of the child does not interfere with the lives of others, we say he is socially and emotionally well-adjusted. This same behavior pattern may not be acceptable in another social environment. The social mores which may contribute to the development of an emotionally insecure and disturbed child must be understood. All knowledges concerning growth and developmental patterns of children relate to this topic.

Space would not permit us to list the myriad possibilities of causative factors and their possible combinations which would contribute to disturbances in children. Consider a few of the many functions of the individual which may affect the behavior patterns of the child: vision, hearing, muscular coordination, intelligence, physical health, academic achieve-

ment, sexual adjustment, attitudes toward family and loved ones, eating and sleeping habits. Consider the basic needs for belonging, achievement, economic security, love and affection, freedom from guilt, sharing, understanding and knowledge, freedom from fear. Recognize the difficulty all of us have in the materialistic world in which we live to satisfy these basic needs. The satisfaction of these basic needs becomes even more difficult as the child lacks skill or understanding with any of the previously mentioned functions.

Seldom will a child go through four years of school life without a cold or an upset stomach. Neither can we expect children to go through a comparable period without displaying behavior disorders. Our first responsibility is to keep a sense of proportion and relativity in considering any complaints regarding emotional insecurity and disturbances in children. Prevention rather than correction should be the maxim in the classroom. However, too much of the time of teachers and specialists must be spent with the severely disturbed with the result that insufficient attention is given to *early detection* and prevention of other severe disturbances.

Be Familiar with Symptoms

The classroom teacher should be familiar with symptoms of disturbances and should apply good mental hygiene

Darrel J. Mase is coordinator, Florida Center of Clinical Services, University of Florida, Gainesville.

principles as early as possible. Like tuberculosis, emotional insecurity and disturbances can be treated so much more effectively and with so much less specialized help in the early stages. The teacher should approach the problem not from the standpoint of the behavior but rather as a searching for the causes of the behavior. What will appear to be the cause will probably not be the cause, and there will no doubt be multiple factors. The specialist never says, "This is the cause." Rather, after all the case finding, examinations, and evaluations, he says, "These would appear to be the causes. We shall treat the subject as though these are the causes but shall continue to study and thus may find additional contributing factors." The teacher should follow this procedure, for when a cause is assigned we fail to look and if we do not look we will fail to see.

The teacher must remember in relating to the child that even though we cannot accept the behavior of the child we must continue to accept the child. Accepting the child gives us some place to begin in order to go some place. We must learn to think as the child thinks; to see the world of the child as he sees himself in his environment. If we can do this, when we get his story we will see justice to his logic.

Children have many, many questions. They don't always want answers as much as they want someone who can communicate with them. This implies a quiet, understanding listener. They want assurances that the world they are growing up in is a safe and good place to live. They don't want you to tell them not to feel as they feel. This may only estrange us from them. If we disregard the true feelings of our children they may disregard us. Feelings need always to come out. Actions (behavior patterns) often need to be held back. We must not confuse the

two. Feelings are facts but need not necessarily be acts.

How Shall We Meet Problems?

How shall the classroom teacher meet a behavior problem? Let us consider the following procedures:

- (1) Make an objective statement of the problem. (He steals.)
- (2) Record all the facts which can be assembled which relate to the problem. (What, where, when does he steal; what does he do with what he steals; family history and reactions to this stealing, and so forth.)
- (3) Decide upon a tentative cause or causes for this behavior. (Does he have as much spending money as others; does he steal from lunch boxes, perhaps he is hungry.)
- (4) Evaluate this hypothesis. (Visit home, check health records.)
- (5) Accept or discard this tentative cause and continue to seek others.

Assistance May Be Needed

The teacher will often find that the emotional insecurity and disturbance in the child is so involved or has been present so long that assistance will be needed. He should discuss his observations and concerns with his immediate superior so as to follow the procedure for referrals as established in the particular school in which he is employed. Procedures will vary also depending upon the specialists who are available to assist with evaluation, diagnosis, and perhaps treatment. Beyond the work of the classroom teacher in preventing and correcting social maladjustments in children, we will find various degrees of the following programs:

- *A counselor may be employed by the school* to assist the teacher with what to do and what not to do. The counselor may work with the children in helping them to solve their problems. He may be responsible for collecting the data known to the school and to the parents in making the referral to other specialists. His abil-

ity to accept responsibilities will depend upon his training. This plan works quite effectively especially in our less heavily populated centers where the schools cannot have more highly specialized personnel on their staffs.

- *Many schools now provide trained personnel* to assist the classroom teacher in preventing and correcting severe disturbances in children. Such personnel may be school psychologists, psychiatrists, pediatricians, dentists, visiting teachers, social workers. Within the school there may be divisions as child guidance clinics, psychological bureaus, pupil personnel departments where personnel mentioned previously and others will be working cooperatively in providing data regarding children and in assisting those who need specialized help. Still other schools may relate to community and state diagnostic and treatment centers and to individuals in private practice. It is important that these specialized personnel, in whatever their setting, see the problem from the eyes of the teacher. The child who disturbs a teacher with a large class by constant annoyances may be found to have no fundamental psychological or psychiatric problems. However, specialists should be able to offer the teacher constructive suggestions for ways and means to help the child adjust to the group, whatever the basis of the behavior.

- *Special classes* are another means of treating those with severe disturbances. However, they often have become a "dumping ground" for "bad boys and girls" and the reason for the behavior is not treated. If children with severe disturbances can be properly grouped the special class provides a means for determining the best procedures to follow. Such an environment provides opportunities for study and further evaluation as well as the application of various psycho-

therapies. Wherever possible children should be maintained with their regular social age group and taken into such special classes for periods of evaluation and treatment.

- *Special schools* are maintained in various environments for children and youth with severe emotional disturbances. A few public school systems in large cities have established such centers. Most states have residential schools for those with the most severe social maladjustments where it is necessary to remove these children from the home and foster home placement is not indicated. Whether such schools are maintained by the city, county, or state, they are generally for teen-age youth. Facilities for careful study, evaluation, and treatment of children under 12 years of age with severe emotional disturbances are greatly needed.

BASIC PRINCIPLES FOR THE ESTABLISHMENT of programs for emotionally insecure and disturbed children should include the following:

- (1) Early detection and prevention should be the goal of all public school programs.
- (2) Good mental health programs are good prevention programs.
- (3) Children will be emotionally insecure and disturbed; the degree of such disturbance should be our concern.
- (4) The ability to communicate with children is basic to being able to help them.
- (5) Emotionally disturbed children deserve specialized programs in order to permit them to develop healthy personalities.
- (6) Specialized personnel must be available to assist teachers and parents.
- (7) Wherever possible, the program for emotionally disturbed children should be a part of, rather than apart from, the general educational program.
- (8) Causes for unacceptable behavior patterns must be treated rather than the behavior.
- (9) Society's treatment of children is generally a contributing factor to severe emotional disturbances.

Mid-year Musings

THIS IS MY DAY TO WORK ON RECORDS . . . THOSE THAT MUST BE DONE to round out the first half of the school year. I am not eager to put black marks on paper. My thoughts wander to the children who are not actually in the room and yet are so much there.

Jimmy's flag hangs warningly from the rear of the train. It isn't the red, white, and blue one he first made but of a proper bold red. The other boys had helped him straighten out that because I'd kept out of the way. Jimmy was proud of the flag but he took his correction like a man. What a stride that was for him. Quick, assertive, and always plunging headlong he had had many bumps during the fall. They are less violent and less frequent now. Jimmy will not move away; his family has roots in the community; the children will have many more opportunities to help him if I will just not be too eager to step in and force a pattern of behavior. I must give Jimmy time—using the opportunities that come my way to help him, and making sure that he has many chances to take part in group activities. The other children will be his best helpers. I must remember that during these months ahead.

Louis is so different. That was a lovely picture he brought to illustrate Stevenson's *The Wind* in his collection of poetry. It was almost Louis lying on the gently sloping hill looking wonderingly into the sky. But there is another side to Louis, too. He is quick with figures. And he can interpret them to others. He is keen minded, quick thinking, alert, and with it all sensitive to the rhythm of words and the cadences of verse. The world will have use for Louis. It is in need of capable people, of people with keen awareness to literature and art.

Does he know the exciting pounding of James Tippet's "Trains"—
Over the mountains
Over the plains,
Over the rivers,
Here come the trains.

Does he know the soft loveliness of *Velvet Shoes*? I shall read these soon. When will the children be back? Tomorrow? Next week? I must remember to see that Louis and the other children in this group have many opportunities to hear poetry, to say it together, to respond

Lena Rexinger is a teacher in the Division of Education, Arkansas Polytechnic College, Russellville.

to its varying melodies. It will be so easy to feel the urgency to finish the book, cover the pages, do all the problems. This must not happen. Poetry can bring into the lives of children that which pages cannot.

Wasn't I puzzled when Janet asked how to spell *ter*? She needed that bit of help to solve her problem, "If I knew how to spell *ter* I could spell *yesterday*." And so she could. Janet meets her problems in forthright fashion. She recognizes them, uses her past experiences and comes up with a solution or the knowledge of a way to work through to one. Everything that happens is a challenge in living to Janet. Will she find this last half of the year as stimulating as she seemed to find the first? She will if there are opportunities for her to meet and solve the problems of our daily living together. "Just because somebody else does something, doesn't mean I have to" was a generalization she reached early. And she could put it into words. Janet can think abstractly at 7.

Not Robert. But Robert is curious about so many things. Why do you put the plants in the water in the aquarium? How can the turtle breathe if he is all covered up with mud? Let me see. What is it? Quartz? Looks like glass. I've got a stone that's lots of different colors. It came from Michigan; I wonder what it is. There are many questions every day. Some are fleeting—others hold over for several days and more. Is Robert sorting, arranging, organizing all of this? I don't know. Will I know when June comes? Maybe. I must watch and see if he ever uses the answers to his past curiosities in gaining solutions to new ones. Perhaps I can sometime help him to recall these solutions of the past. But don't push, don't hurry. Encourage Robert but recognize the pace he sets for himself.

We must get ready soon to plant our garden. What a "time" we had with the beans last year! That can be avoided. Shall we ask last year's gardeners to help us with the planning and warn us of some of the pitfalls to watch for? We haven't done much sharing with other groups in this school this year. Too engrossed in our own plans. Julia will have some ideas about that . . . thoughtful, gracious, feminine Julia. This need not take on the proportions of a "program." Far better if it doesn't. We can read some of the poems we've collected, tell about our summary of seasonal changes, put on the puppet show that has been delayed, and we can all sing together. There are many activities waiting to be shared.

IT HAS BEEN GOOD TO MUSE OVER THE PAST AND TO PROJECT INTO the future. Now I must do the records and then . . . then I shall be free to move onward. I would like to use vision and courage in developing improved opportunities for these children. I would be a creative, growing teacher who faces problems realistically and who adventures with children. The months stretch ahead. There will be fewer interruptions. Much good living together can be ours.

By MYRON CUNNINGHAM

A Realistic Emphasis on Art



There are stages of development through which most children pass on their way from infancy to maturity. In creative art they range from the scribbling or manipulative, ages 2-4, to the realistic, ages 15 up.

Photographs of children's work in a display prepared by Memrie Smith.

SEVERAL HIGH SCHOOL STUDENTS, gathered around an exhibit of wire sculpture, soap carving, finger painting done by teachers in a pre-school workshop, commented about the imagination shown in some of the products. Some rather harsh judgments were passed. One boy said, "I don't see anything hard about doing that kind of stuff. I can do that well myself."

That's the point. Undoubtedly he could use some of the same materials that the teachers were using. He could conceive and execute a picture, a carving, or a form in wire which would give him pleasure during the process of creating and would permit him to enjoy the results. A realistic emphasis on art makes it an activity in which the artist expresses his perceptions of the world around him and his feelings about it in his own way and with the medium of his choice.

Creative expression with children and young people is a personal thing. It is not an attempt to communicate with universal symbols, but to tell others about perceptions or to release feeling and tension in terms of limited experience and a deep awareness of the self and its needs. Creative expression through art can thus be defined as the child's making of any product for the first time on his own, using his perceptions and his media without following in detail the directions of others.

Good teachers are using the energy and initiative of children and their interest in materials to meet a number of purposes. These purposes include art—

- as a means of communicating ideas
- as a way of releasing feelings about the world and of getting rid of tensions caused by physical and emotional difficulties

- as an opportunity for children to discover their potentialities and to learn about themselves

- as a way of helping the individual to build status with others

- as a technique for initiating and encouraging research on subjects of interest to the individual or of a group

- as a reflector of the experiences of children
- as a way of enjoying the environment and developing aesthetic values.

To achieve one or a combination of these purposes, it is necessary that materials which children use be many and varied and that they be suitable to the developmental level which children have attained. Many state and local curriculum guides list materials which lend themselves to children's creative expression and give detailed directions for their use. There are several good references on art in education which help to answer the questions of what kinds of materials to use with children of different ages. (See bibliography.) In general, a teacher who knows about the motor development of his pupils will be able to select from the many media which lend themselves to creative expression those which are most useful for each child.

Skills, Energy, and Insight

Teachers and parents who wish to guide children's growth and to serve any of the purposes which art fills must know how to introduce materials to children, how to aid them in the mechanics of creating in the several media which are available to them, and how to accept and interpret children's efforts. These skills and insights are common to teachers and the opportunities to develop them are increasing. Art for the classroom is a certification requirement for elementary school teachers in most states. A number of agencies—in-service education programs for teachers, art associations, education associations, as well as art depart-

Myron Cunningham is professor of education, University of Florida, Gainesville. He took all photographs and wishes to acknowledge the children's work contributed by the following teachers: Lucille Lockhart and Memrie Smith.

ments of colleges—offer help to people who want skills in working with children.

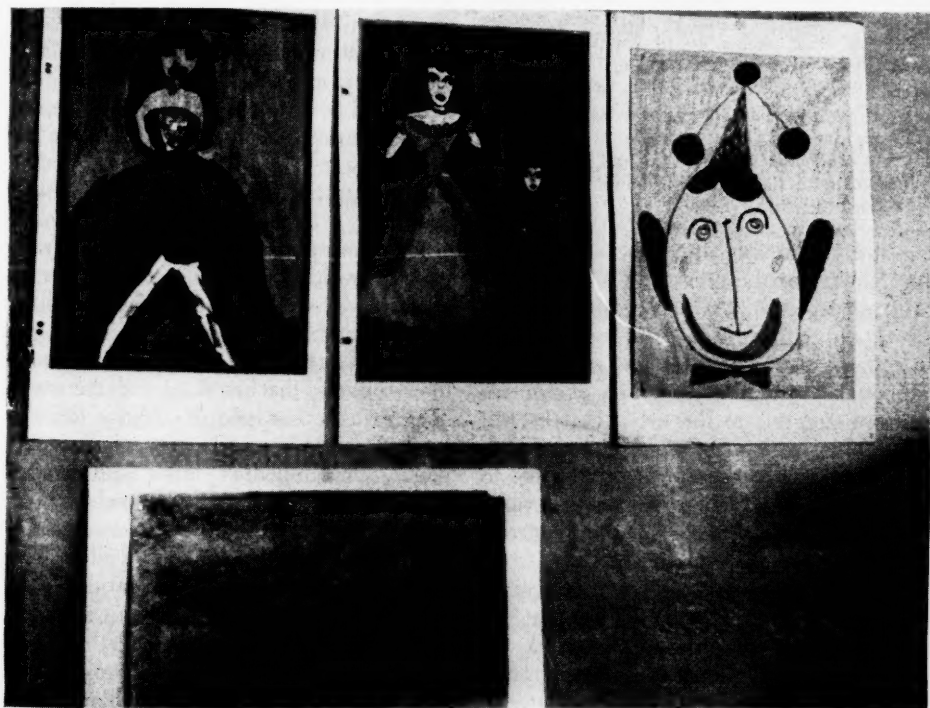
A school system with several years of a successful inservice program for teachers and whose personnel had learned to accept help from each other used the professional training of the secondary-school art teachers in helping teachers in the primary and elementary grades with the development of skills for use with children.

A junior-high teacher came to an elementary-school inservice meeting every two weeks. One year he gave enough help that by the Christmas season each teacher was able to introduce materials and get work from every child in the school which the children felt reflected credit on themselves.

This school displayed the children's work for the parents the week before Christmas.

The drawings, ceramic work, papier-mache, and other products lent gaiety and color to the classrooms and halls. The display also depicted much of the work which was being done by classes in geography, arithmetic, literature, and other school subjects. It served to describe to parents the many activities which children carried on in these areas. It was the starting point for a fuller communication between parents and children about what went on in school. It also pleased the parents to see the work that their children had done.

This kind of work wasn't done step by step at the teacher's direction. The teacher must give some guidance to children who have an idea that they wish to express or he must initiate a project with some product of his own. He must suggest sources of help in developing ideas and have material ready for use.



Children's art helps to discover feelings and perceptions about themselves and their worlds. Individual differences and experiences account for the multitudinous subjects which they choose for expression.

He must see that there is time during the school day for children to work out their projects.

The teacher must serve to assure children that their work is acceptable and serves their purposes. Just as many people refuse to write or to speak in public because they have learned from school and other experiences that writing and speaking are reserved for those who are presumed to be technical experts, so children refuse to draw and paint and model in clay when they have learned that there are "standards" which must be met when they attempt creative expression.

One first-grade teacher who knows how children feel about their work and whose classroom is brightened by the carefully displayed efforts of all of the group has a pleasant way of encouraging children to draw and model. When a child comes to her with his work and says, "I made it, but I don't know what it is," she says, "Honey, I like it and if you like it you go back and draw some more." The children do. They create to communicate and to enjoy the use of mind and muscle and come to understand at a conscious level much of what they do.

Nothing so inhibits creative effort as to demand of the creator, "What is it?" He reacts either by apologizing for his work and withdrawing from the situation, or if he is an aggressive person, by annoyance and hostility. The perceptive person suggests to the artist that he tell about his work whether or not the idea which he has to present is intelligible to the viewer. This suggestion serves several purposes. It does not expose the viewer's ignorance, it does not shame the artist, and it permits further communication between the two. If the viewer has responsibilities for guiding the child, the acceptance of his work is a starting point for helping him to improve his modes of expression and to open to him wider fields in which he can use his abilities.

One reason for acceptance of a child's or an adult's work and for making criticisms kindly and constructively is that even the experts in the fields of art learn from their students. A college teacher with a wide experience in helping children and teachers develop skills in art says that he learns something from every person with whom he works. He finds new ways of using materials and new aspects of human experience as a result of his contacts with his students.

Better Teaching through Art

A fifth-grade teacher used her initiative and energy to develop all of the purposes of art in the curriculum with her class. She went to a great deal of trouble to gather materials. She procured many of them herself and secured the rest from school funds by continually calling administrators' attention to the uses to which children put them. She organized her work so that there was time in a crowded schedule for children to work. She gave help when it was needed and recognition and praise when it was due.

Her class planned with her the murals which would illustrate their study of other lands, of the history of their country, and of current events. They executed murals which showed the people, the products, the housing, and the ways of life of other peoples. None of the work was done until research in textbooks, encyclopedias, talks with people who were familiar with the subjects of study, and other resources were explored. Then the children decided on how best to present the information about the subject. They parceled out jobs on the basis of skills which each had and criticized their work as it progressed. The story was the thing with them. They saw art as a way of telling each other in stronger terms than words.

One mural developed the idea of the balance of power between the executive, legislative, and judicial branches of the government of the United States. It was a major undertaking and used nearly 30 feet of wall space. It required careful research and exact planning to properly present the subject. When it was completed there were still stories to tell about the background of the making of our government. These the children told through a series of skits to which they devoted much time. They made costumes and some stage settings and chose the characters for the skits with an eye to making the actors reflect insofar as possible the personal characteristics of the people involved in the framing of our Constitution.

The murals and other work of this group reflected their perceptions of the world. All of the members of the different branches of government had an extraordinarily youthful look.

This teacher got many values from individual projects in her class. Each child who completed a project of his own gave a one-man show. His work was mounted on tagboard and hung as in a gallery. He then presented it to the class, telling the story of each painting or series of paintings. He received criticism and praise for his work. He wrote a synopsis of the story behind the work and pasted it on the back. Sometimes the teacher took notes during the presentation and added them to the pupil's story. Each pupil preserved his own work and took it home or used it for review before periods of evaluation.

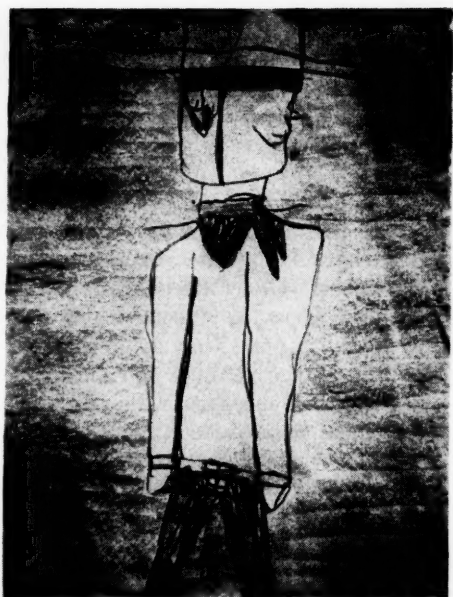
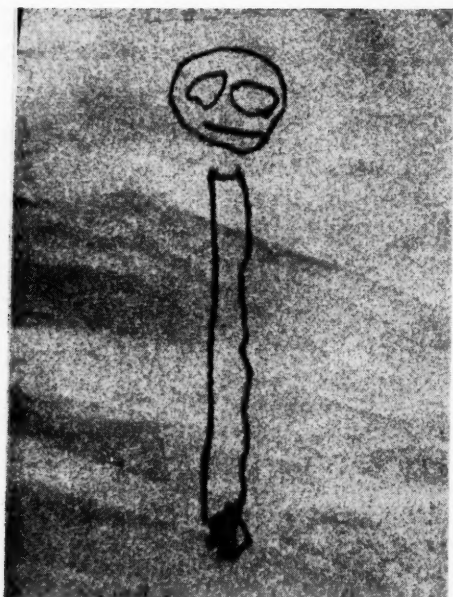
All this work was done with no lessening of emphasis on conventional school subjects. It was done with no more confusion or disorder than is found in any good learning situation. It took a great deal of organization and responsibility on the part of the boys and girls and the

teacher to preserve an atmosphere in which so much work could be done. These learnings, to be clean and orderly and to reflect on the most effective ways to present ideas, are important ones which were done unusually well in this group.

One aspect of art in the classroom which is especially important is the development of instructional materials by children which are more effective in producing learning than those prepared by adults.

A fourth grade organized the important concepts about the solar system which they had learned from books, from films, from class discussions, and from other sources. They found 10 ideas which seemed important to them. They drew a number of pictures which expressed the concepts they found important. They selected the drawings which expressed each concept most forcefully and wrote a short text for each one. They mounted the drawings, which were of uniform size, on tagboard and asked the teacher to print the captions. Kodachrome slides were then made for each drawing. These slides were used with other 9 and 10 year olds. Their responses indicated a clarification of their thinking about the planets, the possible origins of the solar system, and other critical ideas which had not been obtained from other instructional materials.

Perhaps many of the materials which are used with children should be prepared by them. Their work reflects their mastery of skills and their conceptual abilities much more accurately than adults, with their sophistication, can ever do. Much of the children's work in tool and content areas can be enlivened with their ideas expressed with crayons, paints, and other media. Their illustrations help to attract attention to their work. Some illustrations are graphic



A 6 year old's self-portraits at the beginning and end of the school year.

summaries of the important aspects of their oral and written reports.

An interesting phenomenon which occurs in every situation in which people are interested and involved is especially noticeable when children are drawing, painting, and modeling. They are unusually quiet, preoccupied, and orderly. Discipline problems are few and teachers can teach instead of serving as police. The good teacher has few worries about maintaining an atmosphere in which children can work in any situation and art periods have little undue commotion.

Growth Patterns of the Artist

A first-grade teacher collects samples of children's drawings during the first six weeks of school. She compares these samples with the work that children do at the end of the term. Much of the development of perception, of the changes in motor coordination, and of the skills in using materials are revealed in these

drawings as they could not be done verbally or in writing. One boy whose first self-portrait appeared to be that of a worm with an enlarged head drew himself at the end of the year as a youthful Roy Rogers decked out with gun and ten-gallon hat. The teacher's collection of drawings indicated that this growth was normal for 6 year olds. These children's creative expressions are the most revealing evidences of the tremendous development which takes place at this age level.

Drawings are used as a measure of intelligence. They are also useful as a means of learning of feelings, fears, tensions, and unconscious concerns of people.

A second-grade teacher discovered much of the personality structure of a bright 7 year old whose scholastic achievement was high but whose interpersonal relationships were unsatisfactory. She got along as well as she did only by the sufferance of her classmates. The teacher knew that the girl's father and

mother were rigid in the schedule which they prescribed for her. Their expectations for her scholastic achievement were high. They demanded adult behaviors in social situations. The girl met their expectations, but she sometimes exhibited verbal and passive aggressions with other children and the teacher, a warm and permissive person.

The girl's drawings were always precise delineations of conventional scenes. She never let herself go. She was critical of her own work. She drew pictures of her parents, but never included herself in the pictures. The teacher suggested that she try some self-portraits but the girl never seemed to hear. On one occasion she said that she had included herself in a picture and that she was looking out of the window of an airplane. The information that the teacher gathered indicated that the child's concept of herself was so low that she could not see herself as a member of her own family. She appeared to feel that she was not living up to her parents' anticipations for her.

The teacher told the girl's parents that she was progressing at a high rate in school and that she behaved with much more restraint than most children. She questioned if the girl was learning many of the important social behaviors and whether she was able to exert any leadership with her peers despite some of her superior attainments. The teacher suggested that the child did not need many of the controls which her parents were imposing on her and that she would never develop independence and initiative if these controls were continued.

The parents considered the teacher's report and decided that they were indeed giving the child too much direction and too few evidences of their affection for her. They changed some of the rules which they had imposed on the girl and gave her more recognition for her work. Within a short period of time the girl began to ask others for help on things she could not do and did not insist on being first in every activity. The other children responded to her advances and the girl showed considerably less tension than formerly in work and play.

The child's art had served to confirm several hypotheses which the teacher had made about her behavior. While there are no hard and fast rules about the use of color, subject matter of drawings and

paintings, and other features in creative work, the themes which run through an individual's work throw some light on his personality structure.

Creative expression reflects the artist's awareness of the contemporary world. During the preparation for the coronation of Queen Elizabeth the preadolescent girls in a fifth grade drew themselves as queens with crowns seated on elaborate thrones. During the football season boys of the same age are hulking All-Americans. It is helpful for the teacher to note the normal patterns as well as the deviations from them. The move from one level of development to another may be announced by changes in themes or ways of working before the artist is aware of them. The teacher can give some aid in helping the child to discover his new self.

The uses to which good teachers put children's creative interests are so many and so valuable in aiding and guiding growth that it is encouraging to see the continuing movement away from patterns and toward creative expression with many media and in many curricular areas. If teachers are given opportunities to learn to use materials and to understand what children are telling in their creative efforts, the world of ideas will be widened by addition of the work of those children who are helped to express their concepts, thoughts, and feelings in line and color.

Bibliography

- Association for Childhood Education International. *Art for Children's Growing*, Bulletin #64. Washington, D. C.: ACEI, 1955.
- . *Children Can Make It*, Bulletin #28. Washington, D. C.: ACEI, 1955.
- Boylston, Elsie Reid. *Creative Expression with Crayons*. Worcester, Mass.: Davis Press, Inc., 1953.
- Eastern Arts Association. *Sources and Resources for Art Education*. Ninth Yearbook. Kutztown, Pa.: Eastern Arts Association, 1954.
- Gaitskell, C. D. *Arts and Crafts in Our Schools*. Toronto, Ontario: Ryerson Press, 1949.
- Mendelowitz, Daniel M. *Children Are Artists*. Stanford, Calif.: Stanford University Press, 1953.
- Ziegfeld, Edwin, Ed. *Education and Art*. Paris: UNESCO, 1953.

Faith Enough for Both

Here is a story of a teacher who had the insight and courage to try something new when all other approaches failed. We must remember that Pete was older than the children in the group and, therefore, brought a more mature experience to his reading.

UNMINDFUL OF THE JULY HEAT, THE 21 members of the seminar class were tackling the problem of the "slow child." Ideas flew rapidly, for these were "teachers in the field" who had seen, known, and felt responsible for children of many kinds.

"It always bothers me to hear children labeled 'slow' or 'fast,'" said one thoughtfully. "We tend to live up to our labels so—have someone *think* we're inefficient, and we are!"

"Yes," said another. "It must do something to a child to be always in the lowest group. After five or six years of it, no wonder he tends to give up!"

"Sometimes I think we need to relax more where children are concerned," said a teacher of 10 year olds. "It strikes me that we are always *at* them—pushing, prodding—we get so anxious trying to *make* them grow!"

"And that's *one* thing that just can't be hurried!" agreed the teacher next to her. "The psychologists are always telling us that we must take the child where he *is*, rather than where we think he *should* be—but that's much easier said than done!"

Then Kay, rich in her experience of 24 years, said in a thoughtful voice, "I think we sometimes need to assume that

he is *more* than he thinks he is, while accepting him *as* he is."

There was a small silence as the class thought about this statement.

Kay went on, "I'm thinking of Pete, a boy in my fourth grade this past year. A mental test labeled his I.Q. as 80. His reading achievement score was 1.8 Putting him in the slow group and giving him extra help after school didn't seem to help a bit. He became quite resentful, and seemed to dislike school more and more each day. So, thinking that neither of us had anything to lose, I put him in my *top* reading group—and by June he scored 4.9 on the Reading Tests."

"4.9!" someone exclaimed. "You mean he was reading on an upper fourth-grade level by the end of the year?"

"What about the I.Q.?" another asked. "Did that change too?"

"Yes," said Kay. "A new test gave his results as 96."

"Perhaps it would be more accurate to say that Pete had not been able to work to his full capacity on the first test, rather than that the I.Q. had changed," said the instructor. "How do you account for this, Kay?"

"Well, I think it was a matter of self-confidence, chiefly," Kay replied. "He seemed to perk up, and be more willing to try new things."

"You mean," said someone, "that your placing him with your best students indicated to him that you had faith and

Helen Buckley, on leave from State University Teachers College, Oswego, N. Y., is at Teachers College, Columbia University, New York City. Kathryn Scanlan is a teacher at Irving School, Catskill, New York.

confidence in his ability to do as well as they?"

"Yes, I guess I just *assumed* that he could do it, and he did!"

"But *how*?" asked another with a perplexed frown. "It can't be as easy as that! Goodness knows I've had plenty of slow children in my time, and *wishing* just doesn't make it so!"

An appreciative laugh went around, and the instructor said, "We know what you mean—but I think there is more to this than wishing and hoping. Kay seems to have been making sure that Pete had every chance to develop as much as it was possible for him to do so, and she wasn't letting test scores scare her! Give us more details, Kay, so that we can answer this question of 'how.' What was Pete like the first of the year?"

"Well," Kay began, "Pete was 12 years old when he entered my room in September. Former teachers had written in his folder such things as 'non-reader,' 'uncooperative,' 'discipline problem,' 'prone to sulk.' He had failed many times through the grades, and he seemed to have very poor attitudes toward school in general. I noticed in particular his lack of interest in classroom activities—he was so apathetic, didn't seem to care one way or the other. I tended to blame this dullness on his low I.Q., but I changed my mind later."

"It gets to be a kind of vicious circle, doesn't it?" another said. "Something goes wrong in the beginning—maybe a child gets pushed into something he's not ready for—he fails, his parents start to worry, pressure is put on, he tenses up, fails some more, until it seems he can't do anything right!"

"And sometimes all it takes is a poor reputation as he comes up through the grades," agreed another.

"You certainly can't do much once your self-confidence starts to go," said

one who had been doing much thinking. "You've just got to have faith in yourself in order to get anywhere!"

"Where do children get this 'faith in themselves'?" asked the instructor.

"By having successful experiences."

"Through being well-liked by others."

"By being able to make mistakes—trying new things without fear."

"By having someone love and understand you—even at your worst!"

"And that all adds up to the fact that someone—or ones—must have faith in *you*, before you can have it in yourself, doesn't it?" said the instructor. "Now to get back to Pete, Kay. Would you say that he had had a hard time in his 12 years finding someone who had enough faith in him so he could build it up in himself?"

"I'm sure he did," Kay replied. "He came from a broken home—his parents separated when he was quite young. Perhaps he felt defeated before he even started school."

"Well, if parents can't help, can teachers?" the instructor asked.

"Yes," said a kindergarten teacher. "I think that one of the biggest goals of a teacher of young children is to help children develop self-confidence. All my children need to know that I have faith in them—and some need it much more than others!"

"I agree," said a teacher of 8 year olds. "And it means knowing each individual child. What is good for one may not help another at all, but we need to be alert to *all* the possibilities for growth. I'd like to hear more about Kay's Pete. What was his reaction when you moved him to your top group?"

"Well," said Kay, groping for the words which would best express her thoughts. "The very *first* thing I noticed was that he sat up straighter in his chair—he seemed to like just being there!"

He held his book right up, and though I knew that he couldn't read it, he seemed to be following every word. For a few days he didn't participate, but his interest continued—he smiled more often and came eagerly to the reading group. It was such a change from his usual sulkiness and resentful attitude that I knew I was on the right track."

"Did you give him extra help, at another time, perhaps?" asked another fourth-grade teacher as Kay paused.

"No, I didn't," she replied. "I considered it, but hesitated, thinking that that had been his main trouble—feeling different by being singled out too often. I noticed after a few days that he began picking out simple words that he recognized. I encouraged him in this, of course, and soon he was asking about words he didn't know and was becoming interested in the stories as the other children read aloud. He would go to the library table more frequently and I would see him talking with another child about a picture or story in the books there. His interest in his other subjects increased also—things just seemed to get rolling for him. As his ability increased so did his confidence and faith in himself—it was gratifying to see."

"I bet he ceased to be a discipline problem, also," commented a teacher across from Kay. "Successful children are usually happy ones."

"That's right," Kay replied. "He didn't change overnight, but there was a definite improvement in his classroom behavior."

"Isn't there a chance that some children would grow *more* discouraged by being placed with children who are far advanced in reading ability?" someone asked thoughtfully.

"A good question," the instructor commented. "But I'm remembering what Kay said in the beginning. She mentioned the

importance of assuming that a child *is* more—and can do more than he thinks he can, while at the same time accepting him as he is and accepting what he *can* do. In other words, when Kay put Pete into her top group, she didn't make him feel that she expected him to read as well as the children there—but rather that she *thought* he would be able to soon. In the meantime, his best efforts—just being interested, finding small words, showing curiosity—were accepted. She neither pushed nor prodded—she just opened the door."

"Kay must have had courage," sighed the other fourth-grade teacher. "I can just hear the talk at *my* school if I put that Johnny *I'm* expecting this year into my top group. The other teachers will think I'm crazy!"

"Some of our teachers thought so, too. Even *I* did, at times."

"It does take courage to be a good teacher," said the instructor. "Courage not to give up, courage to try new things, courage to stick up for the children. It takes courage and faith in ourselves that we will do what's best for each child in our room. Kay has certainly shown us that it is possible for a teacher not only to have enough faith in herself to do a good job, but faith enough for the children who need it for themselves. In Pete's case, Kay had to have a lot of faith—faith in herself and faith in Pete—and the results show that she had it."

Class time was up, but there were many comments as they gathered up their books and prepared to go:

"Well, I guess I'll look twice at my slow children this year!"

"Yes, it certainly makes one stop and think."

"Sometimes when I think of the influence we have in the lives of children, it scares me!"

"Faith enough for both—I like that!"



FRANCIS BROWN
Staff Associate
American Council on Education



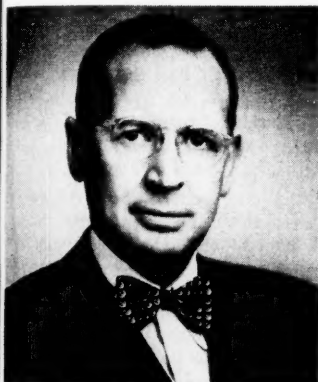
CHRISTINE M. HEINIG
*Associate in Childhood and
Secondary Education, American
Association of University Women*



MILDRED HORTON
*Executive Secretary, American
Home Economics Association*

Many Groups Help Plan ACEI 1956 Study Conference

Representatives of several organizations are cooperating with ACEI in planning for the Study Conference in Washington, D. C., April 1-6. Pictured here are some of those who have been helpful.



SAMUEL M. BROWNELL
Commissioner of Education
U.S. Department of Health,
Education, and Welfare



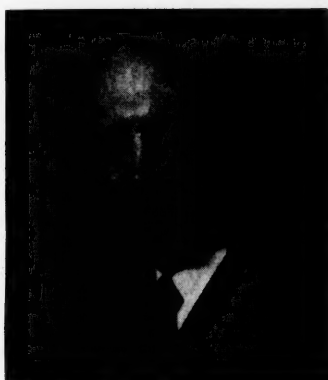
WORTH MCCLURE
Executive Secretary
American Association of
School Administrators
National Education Association



JOHN H. WITHALL
*Associate for Conferences and
Centennial Celebration*
National Education Association



KATHERINE BAIN
*Assistant to the Chief for
Program Development, Children's
Bureau, U.S. Department of
Health, Education, and Welfare*



HOWARD E. WILSON
Executive Secretary
Educational Policies Commission
National Education Association

concerns for children are worldwide

. . . In Australia

Her Schoolroom Covers 10,000 Square Miles! In the remote inland of Australia children are still children with educational needs. You will like this interesting story of how the educational needs are met which has been prepared by the Australian News and Information Bureau.

THE YOUNG SCHOOL TEACHER SWITCHED ON her microphone in the air-cooled studio, opened an exercise book before her on the piano, waited for the voice to introduce her from the radio base a mile away.

"This is VJD-3, Flying Doctor Medical Station," came the Operator's voice through a speaker. "The time is ten-thirty. We're now ready for the morning School of the Air."

Medical calls and telegrams to and from out-post radios had been cleared some time before.

"Now let's hear who's listening," said Molly Ferguson, looking up at the microphone above the piano. "Over to you . . ."

She touched a switch on the control panel at her elbow, and static flooded the room. The crackling, singing noises were suggestive of the vast distances of plains, mountains, and desert the network covered.

It was a pleasant little sound-proof studio, part of the Higher Primary School, Alice Springs, almost in the geographical center of the continent, 1,000 miles north of Adelaide. And that schoolroom reached away over ten thousand square miles or more of central Australia.

Southern railhead for the wide cattlelands of the Northern Territory, social and business center for miners, drovers, stockmen, and pastoralists, "the Alice" is set picturesquely amid the red and sunsteeped mountains of the MacDonnell Ranges.

Then through the static came the shrill voices of half-a-dozen children, difficult to single out. But Miss Ferguson knew them all at once.

School was in.

They came in with their call songs—"Nine Love Victor . . . Double X-Ray . . . Eight Able George . . . Yoke Peter Portable . . ."—all the code signals used by transceivers in homesteads, mission stations and outcamps on the Flying Doctor network.

"Let's see," Miss Ferguson said, "we'll start with you, Miriam. You had a problem

in your algebra yesterday." Miriam was one of three girls up at Muckatty cattle station, 400 miles away.

"x and y are two different terms," the teacher said. "They have to be kept separate." She went on to describe the problem, then set another question, this time in arithmetic.

"Now I'd like you to answer that one, Peter Staines. Come in Double X-Ray. What numbers have you in your unit box? Over . . ."

Young Peter, down below the great sanded channels of the Finke River, 100 miles away, came in straight away. The boy had the right answer.

The teacher set another problem and switched over. Several voices came in excitedly at the same time. "All right. Lois. I'll take you. Nine Love Victor . . ."

When she called Jock Chalmers at MacDonald Downs, out near the Plenty River, a girl's voice answered instead. She said Jock was not at the radio.

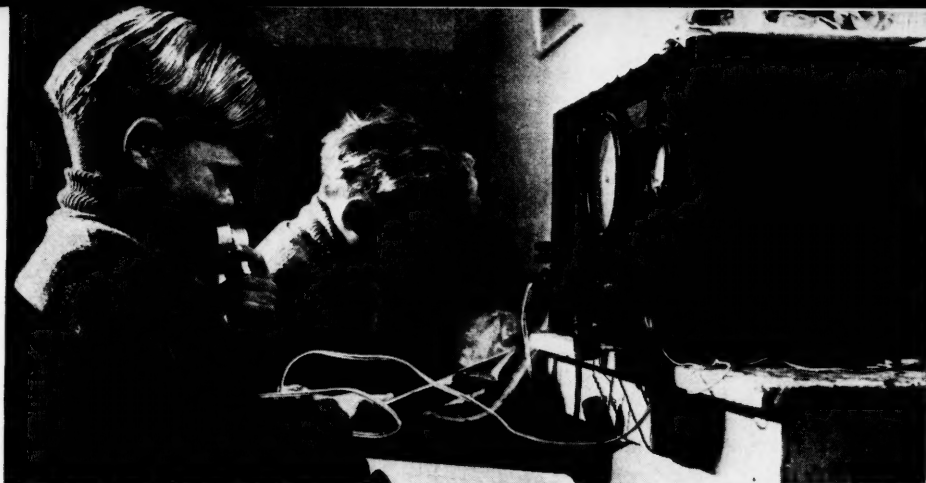
"Oh, I see," Molly Ferguson said. "We've got a truant this morning, Heather."

Even the School of the Air has its absentees, and Heather had to solve the problem instead!

The odd thing about the lesson was that the whole session flowed along like an ordinary schoolroom class. It was the modern primary school technique in action—and the people of the outback, mothers especially, agreed that it worked.

Molly Ferguson herself was enthusiastic about the results. Born in South Australia, she had volunteered to exchange her job teaching in the city for one at Alice Springs. When the School of the Air began late in 1950—it was only experimental then—she had been one of several teachers assigned to the work. In June 1951 it was officially opened, and later she took charge.

In the beginning programs had been made as simple as possible; only three sessions a week. There were stories, nursery rhymes and children's poems for the little ones; word-



Courtesy, Australian News & Information Bureau

building, reading and language for the lower grades; for the older children social studies as well, about their own Territory, talks on industries, explorers and the big cities down at the other end of the drover's track.

Then an educational conference was held in Adelaide (the South Australian Government also looks after education in the Northern Territory), and a proper syllabus was arranged.

Children were to be grouped according to age and grade, roll calls conducted over the air, pupils encouraged to comment and ask questions, and sessions eventually became daily, morning and afternoon. Though there is no official link, the School of the Air has become a valuable adjunct to the regular correspondence courses run by the South Australian Government for all children in remote areas unable to reach normal schools.

The invisible classroom of six that answered the roll back in 1951 across mountain and shimmering plain has now grown to more than 50. There are missionaries' children from the Lutheran Mission for aborigines, 100 miles west of Alice Springs, the children of mica miners out in the rough Hart's Range, cattlemen's children, the children of sheepmen, prospectors, well-sinkers—all expected to tune in, listen and speak.

The remarkable fact is that they do; even the youngest, most self-conscious of children. "At first it wasn't easy," Miss Ferguson said. "They were a bit over-awed by the radio. I couldn't get 'boo' out of them. Sometimes, perhaps, a yes or no. But gradually I got their confidence. I got them reciting and singing in unison when I played the piano. Now most of them are very self-assured. Even the tinies

tune in for themselves. And after the broadcast is over, some of them talk to each other through the network, discussing lessons."

One of the things that touched her deeply happened at the time of a concert to celebrate the School's third birthday last June. Over their radios the scattered children decided to buy her a bouquet. The order was sent by radio-telegram to Alice Springs.

Several highly ambitious programs going beyond the syllabus have been broadcast. Around Christmas, 1953, the School produced a Nativity play, each youthful actor and actress picking up cues hundreds of miles apart. Mary was played by a mica miner's daughter from a shack on the Plenty River, Joseph by the son of a bookkeeper at the Hermannsburg Lutheran Mission, 250 miles from each other.

Nineteen stations were involved.

"Nobody missed a cue," said the teacher-producer. "We rehearsed the play four or five times, but only after it was over did I realize just how big a job I had taken on."

These youngsters are hardly aware—except when Molly Ferguson explains it through their radios—of just how much life has changed in their circumscribed world. Modern aircraft, motor transport, power generators, home refrigeration, the radio itself have swept aside within a generation the incredible isolation and loneliness their fathers knew. You might say their mothers as well, except that there were few women in the Northern Territory 30 years ago.

What the Flying Doctor has done to help to settle families in the remotest sector of Australia's inland, the School of the Air is carrying on by its work for the youngsters.

How Do YOU Choose A Textbook?



No question about it — this picture does not illustrate *your* method of choosing a text! *You* are aware of the many important elements that should be present in the text you pick to help you teach your students. You have a right to expect an attractive format, durable binding, appealing page design, and strong legible type. You are entitled to the most convenient and efficient organization of text material, as well as accurate information in which you can have confidence. These features, along with the most modern and effective teaching aids available, are the elements which have built the Macmillan reputation for over a half-century of textbook publishing. Macmillan texts are planned with *you* in mind; they are *designed* to help you teach.

— See for yourself — inquire about —

THE MACMILLAN SOCIAL-STUDIES SERIES

THE MACMILLAN ELEMENTARY HISTORY SERIES

WHIPPLE AND JAMES BASAL GEOGRAPHIES, Rev.

The Macmillan Company

New York 11 • Chicago 16 • Atlanta 9 • Dallas 21 • San Francisco 5

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New Life Member

ACEI is proud to welcome a new Life Member: Ruth Dunn, Louisville, Kentucky

ACEI Headquarters Building

Progress continues toward a permanent ACEI Center in Washington, D. C. The Executive Board at its meeting in August decided that the amount needed for land and building is \$225,000. The amount received, and on interest, is \$21,976.80.

In response to an invitation from Merle Gray, president, 74 members have indicated their willingness to help by serving as "Interpreters." These people are well informed on the program of ACEI and on the detailed plans for ACEI's permanent headquarters. They have a two-way assignment: (1) To share information on the project with branches and individuals upon request; (2) To send to the Steering Committee comments and questions of members and friends.

Several Interpreters live in each ACEI region. Their names and addresses are given in the third issue of the *Newsletter*—"Step by Step toward the ACEI Center." Send a stamped addressed envelope to ACEI, 1200 - 15th St., N.W., Washington 5, D. C., for your copy of this *Newsletter*.

AASA

At the request of the American Association of School Administrators, ACEI is co-sponsoring several discussion groups and clinics in connection with the School Administrators meeting. Groups co-sponsored by ACEI are:

- Helping New Teachers Succeed
- How Schools Make a Difference in Community Life
- Better Services from School Libraries
- The Use of Teacher Aids
- Helping Individual Teachers with Their Difficulties

Several groups on subjects of high interest have been organized on an experimental basis this year. Members of ACEI headquarters staff have been consulted in the planning for the

groups dealing with "Current Controversies in the Teaching of Reading" and "Current Practices in Promotion, Pupil Evaluation and Reporting to Parents."

If you attend the AASA meeting, stop at the ACEI publications booth, F-6, to examine new publications of the Association. Merle Gray, president of ACEI, and members of the headquarters staff who are in Atlantic City for the meeting will be glad to talk with those who wish help.

Luncheon Meeting at AASA

When the American Association of School Administrators holds its annual convention in Atlantic City, February 18-23, attention will be given to education of young children in the total school program. The ACEI, in cooperation with the National Association for Nursery Education, is sponsoring a luncheon discussion meeting on Tuesday, February 21, at the Madison Hotel at 12:00 PM for this purpose. Harold J. McNally, Teachers College, Columbia University, will speak on the subject of "The School Administrator's Responsibility in Providing for the Education of Young Children." Merle Gray will preside. Tickets for the luncheon meeting are \$2.50. They are available in advance from ACEI headquarters in Washington, D. C. or during the convention at the registration desk at the Auditorium in Atlantic City.

ASCD Annual Meeting

The Association for Supervision and Curriculum Development will hold its 11th Annual Conference March 19-23, 1956. The conference theme will be "Creative Thinking. Living and Teaching." Conference headquarters will be at the Hotel New Yorker.

Office of Education Position Filled

Myrtle M. Imhoff will join the staff of the Office of Education on February 1 as Specialist in Early Elementary Education. Miss Imhoff is at present associate professor of education, Long Beach State College in California, and is adviser of the student branch of ACE at the College.

It is a source of satisfaction to ACEI that this important position has been filled. Mary Dabney Davis held this position until her retirement two years ago.

The White House Conference on Education

By MERLE GRAY

THE ATTENTION OF THE NATION WAS FOCUSED upon Washington, D. C., from November 28 through December 1. The White House Conference on Education opened on a high note of expectancy with representatives in attendance from every one of our states and territories.

President Eisenhower's recorded message to the participants charged them with responsibility for attacking the problem of the losing race between the number of available classrooms and qualified teachers and the rapidly increasing number of children clamoring at the doors of the schools to be educated.

Most participants had devoted many months to preparation for the Conference by studying and discussing problems of education in their local communities, states, or territories. The plan for the Conference procedure had been carefully worked out and explained weeks ahead of time. This enabled the participants to enter into their work immediately. Many encouraging and promising outcomes resulted from the deliberations, discussions, and exchange of ideas.

One of the surprising features of the Conference was the unanimity of opinion among the people. Although each of the round tables of participants represented different geographical areas, interests, and backgrounds, time and time again group after group turned in reports that were in almost complete agreement. These reports indicated that the participants knew what kind of education they wanted for our children and youth and are in agreement that we must find ways and means to provide it for every boy and girl. Over and over again groups reaffirmed their belief in our system of free public education as the hope of the future of our nation. Confidence was expressed in the quality of education now being provided but the great need is for increased quantity of education so that every child and youth can be given an equal opportunity to learn.

The participants were in agreement that not even the nearest goals of education can be reached without enough good teachers. This quotation from the Conference Report is significant: "Enough good teachers implies enough teachers in the classrooms to develop each child to his full potential, taking into account the educational service to be rendered in that particular classroom."

While there was agreement as to what kind of education children and youth should have, there was less agreement about plans for providing and financing it. However, a majority of the participants believe that it is the responsibility of the local community, the state, and the nation to work together to provide a good education for every child. The belief was expressed that the local community should accept responsibility for planning and control of the program and for financing it to the limit of the capacity. The state and the nation should provide the means of equalizing educational opportunity when help is needed.

There was agreement that the Conference represents the beginning rather than the end of an interest in education. It has served to awaken the people across the nation and to help them realize that through the years much progress has been made in the education of our children; that the people can take pride in their schools; but that much more needs to be done if we are to solve the problems of education for our increased number of children.

Each participant was charged with responsibility for keeping alive the interest in education and reaching the millions of people who are not yet awakened to the work of our great American system of education and the needs of the schools if that system is to be maintained and improved.

Suggestions were made for establishing continuing local, state, and national citizens' committees on education; for cooperation among teachers' professional organizations, parent-teacher groups; civic, social, and service clubs; for helping children and youth develop an appreciation for and understanding of our system of education and how it came into existence so that they can interpret it to their parents and the public.

Although no easy or immediate solution can be found for meeting the crisis which now confronts us in education, confidence was expressed that when the people attack a problem they come up with solutions that are practical. The Conference ended on the high hope that one day the dream of a good education for every child and youth will be realized.

Merle Gray, president, ACEI, and Frances Hamilton, executive secretary, represented the Association at the Conference.

Books for Children . . .

Editor, CHRISTINE B. GILBERT

EXPLORING THE MOON. By Roy A. Galant. Illustrated by Lowell Hess. New York: Garden City Books, 575 Madison Ave., 1955. Pp. 63. \$2.

THE GOLDEN BOOK OF ASTRONOMY. By Rose Wyler and Gerald Ames. Illustrated by John Polgreen. New York: Simon and Schuster, 630 5th Ave., 1955. Pp. 97. \$3.95. (Trade edition).

The keen interest young people show in space travel has given astronomy a new meaning for them, and books on all aspects of the solar heaven are needed to satisfy their curiosity.

Exploring the Moon gives the readers a feeling of actually being on the moon and moving about to explore its landscape. The large, full-page illustrations are particularly striking and clear, some in color and others in black and white. The author, a former staff writer for *Science Illustrated Magazine*, is

now managing editor of *Scholastic Teacher*. An index would have greatly increased the value of the book for library usage. Ages: 9 to 14.

The Golden Book of Astronomy is, like many of the other Giant Golden Books, an overview of the subject. It includes information on the stars, sun, moon, planets, comets, and nebulae. The text is concise and well written, and the illustrations in color are plentiful and interesting. It is an excellent volume to give a reader to whet his appetite. The book ends with information on rocket ships and space stations. Ages: 8 to 14.

WINNING OF THE WEST. By Harold McCracken. Illustrated by Lee J. Ames. New York: Garden City Books, 1955. Pp. 64.

\$2. Accounts of the American expansion of the West and the opening of the vast new territories can be thrilling reading for young people today, especially when this search for new land is likened to man's search for new horizons today. Harold McCracken, a Coloradoan by birth, ran a fur-trading post among the Cree Indians at 18 years of age. He is an
(Continued on page 240)

A dynamic new program in elementary science

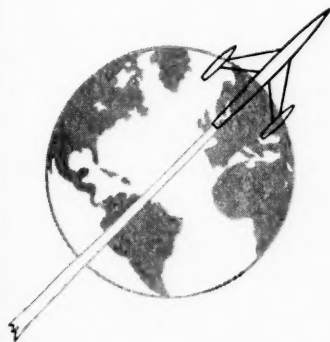
SCIENCE TODAY AND TOMORROW

by GERALD S. CRAIG and ten teacher-specialists in elementary science

Designed to help boys and girls understand our modern world, these attractive books provide a balanced program in authentic science. Among the noteworthy features are: an exceptionally readable style, many meaningful activities, large open pages with hundreds of colorful illustrations, and outstanding teachers' manuals.

GINN AND COMPANY

Home Office: Boston Sales Offices: New York 11
Chicago 6 Atlanta 3 Dallas 1 Columbus 16
San Francisco 3 Toronto 7



World
Famous



HOLGATE TOYS

Train as Well as Entertain

Praised by educators everywhere—these Holgate toy wonders help children develop mental alertness and physical skill. Scientifically designed for specific age needs . . . sturdily built by master woodworkers. Let Holgate toys train for you!

HOLGATE BROTHERS CO.,
KANE, PA.

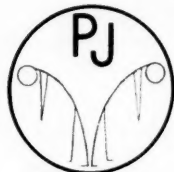
Books for Children

(Continued from page 239)

explorer of note and a recognized authority on the West. Boys will be particularly interested in the accounts which reflect some of the wild and woolly character of early western days. *Ages: 8 to 14.*

PARSLEY. *Written and illustrated by Ludwig Bemelmans. New York: Harper, 49 E. 33rd St., 1955. Pp. 44. \$3.50.* Ludwig Bemelmans' books are always interesting and some of them, such as *Madeline*, are outstanding. In *Parsley* the illustrations are really the "story" of the book, for they tell of an old, lone pine tree which grew in such a way that its shape resembled that of the antlers of an old stag. How the pine tree saved the stag from destruction is the theme of the story. The striking illustrations in full color will appeal to all picture-book lovers. *Ages: 5 to 8.*

THE MIGHTY ATOM. *By John Lewellen. Illustrated by Ida Scheib. New York: Knopf, 501 Madison Ave., 1955. Pp. 58. \$2.* John Lewellen has written 19 other books on



Creative Rhythm Records for Children in Elementary Grades

animals accompaniments of piano, percussion, songs

free rhythms

airplanes

industries

bees, birds, elements

trucks

trains, boats

hallowe'en

christmas

valuable for their simplicity, definite rhythms, correct time lengths. Made with children for their needs and enjoyment.

PHOEBE JAMES

distributed by Whitney 150 Powell san francisco

science for children. In *The Mighty Atom* he has given us within a few pages a very clear and lucid explanation of a very technical subject. He explains the atom, neutrons, protons, and electrons, and how atoms combine to make different materials. The print is large, the illustrations plentiful, and the text clear. A splendid book for 8 to 12 year olds.

THE COLUMBUS STORY. By Alice Dalgliesh. Illustrated by Leon Politi. New York: Scribner's, 597 5th Ave., 1955. Unp. \$2.75.

COLUMBUS. Written and illustrated by Ingri and Edgar Parin D'Aulaire. New York: Doubleday, 575 Madison Ave., 1955. Pp. 56. \$3.

Here are two excellent additions to our material on Columbus. Schools and libraries will welcome these books, for material on explorers which is suitable for young children is difficult to find. Alice Dalgliesh has written a simple account of Columbus' life from the time he was a young boy in Genoa through his studies, his travels, and the discovery of America. The book ends when Columbus is starting out on his second voyage. Leo Politi's

pictures in color make this an excellent book for 6 to 10 year olds.

In a format similar to their other books, the D'Aulaires have written and illustrated the story of Columbus. Because of the large size of the book the pictures are particularly striking. The text, however, is more difficult, making the book suitable for ages 7 to 12.

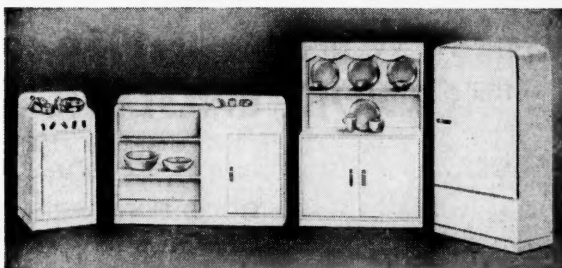
FIRE IN YOUR LIFE. By Irving Adler. Illustrated by Ruth Adler. New York: John Day Co., 210 Madison Ave., 1955. Pp. 128. \$2.75.

TIME IN YOUR LIFE. By Irving Adler. Illustrated by Ruth Adler. New York: John Day Co., 1955. Pp. 127. \$2.75.

Irving Adler, a writer and lecturer on mathematical and scientific subjects, has written the text of these books and his wife, a teacher of the same subjects, has done the illustrations. As a team, they have the knack of presenting difficult subjects in a very readable and understandable way which will be fascinating to children. Man, of all the animals, is the only one who has ever learned to make fire. What fire is and what changes

(Continued on page 242)

REALISTIC KITCHEN FURNITURE . . . LIKE MOTHERS!



Stove. A "true to life" stove—Four burners, black turning knobs. Contains ample storage space.

12x16, 25
inches high

\$16.50

Sink. Improved style—Eliminates spilling and provides additional storage space. Movable faucets; large center enameled basin.

12x36, 24
inches high

\$22.00

Refrigerator. Latest design—Strong metal door catch, lock shelf, and freezing unit compartment.

13x17, 36½
inches high

\$21.00

Dutch Cabinet. Functionally designed cabinet—Grooved top shelves are ideal for display purposes.

12x24, 37
inches high

\$18.00

Topics in Toys, Equipment, Furniture, Arts & Crafts, Musical Instruments, Educational Toys.
For Nursery Schools, Kindergarten, Summer Camps.

WRITE FOR PRICE LIST

CAROL CAMP & SCHOOL SUPPLY CO.
175 Fifth Ave., New York 10, N. Y.

Books for Children

(Continued from page 241)

it has made in man's way of living, and how it may be utilized, are all discussed in *Fire in Your Life*. Ages: 10 to 14.

Time in Your Life is, as the author says, "A book for all ages about the rhythms of the universe from clocks and crabs to atoms and galaxies." The history of the calendar, clocks, watches, time zones, the rhythms of organic life and of the universe are some of the aspects of the subject which are treated in this book. Ages: 10 to 14.

OUR WONDERFUL EYES. By John Perry.

Illustrated by Jeanne Bendick. New York: Whittlesey, 330 W. 42nd St., 1955. Pp. 157.

\$2.75. The human body, or parts of it, are of keen interest to people, and the story of what and how we see concerns all of us. The story of light and transmission of nerve impulses to the brain, man's interpretation of these impulses, the care of eyes, and optical illusions are all discussed. A particularly helpful aspect of the book are the drawings and

charts which help make a rather difficult subject very clear. Ages: 8 to 14.

100 POEMS ABOUT PEOPLE. Compiled by Elinor Parker. Illustrated by Ismar David.

New York: Thomas Y. Crowell, 432 4th Ave., 1955. Pp. 234. \$3.

In this collection of poems about people, some are real—like Lincoln, Caesar, and Cleopatra, and some legendary—like Sir Galahad, some young, some old, some fair, and some strange. The arrangement and selection of the verses reflect a real love of poetry on the part of the anthologist. A thoroughly delightful collection for the 11 to 16 year olds.

THE STORY OF OUR ANCESTORS. By

May Edel. Illustrated by Herbert Danska.

Boston: Little, Brown & Co., 34 Beacon St., 1955. Pp. 199. \$3.

The story of man's beginnings is as fascinating as a jig-saw puzzle. To piece together this puzzle has been a real adventure to the scientist as he traces man from the fossil age. The author, an anthropologist, has made her field very appealing to children 12 to 16.

Announcing

THE NEW LITHOGRAPHED 1956 EDITION OF THE GOOD ENGLISH SERIES GRADES 2-8

SHANE • FERRIS • KEENER



Write for
**FREE
ENGLISH
WALL CHART**

The GOOD ENGLISH SERIES will meet your classroom needs.

Consider these features:

- Short independent lessons
- Assured readability at each grade level
- A flexible program which can be adapted to children's interests and needs
- Beautiful four-color illustrations and covers
- A complete program for Grades 2-8, including texts, practice exercise books, manuals, and answer books

LAIDLAW BROTHERS

SUMMIT, NEW JERSEY

PALO ALTO, CALIFORNIA

ATLANTA, GEORGIA

RIVER FOREST,
ILLINOIS
DALLAS, TEXAS

**"We build a store
or anything
even without
teacher!"**

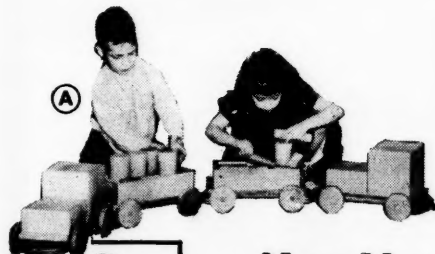
Build a store, boat, bridge, truck or dozens of other things for day-long, dramatic and social play with the basic #4 unit: twelve 12-inch hollow Blox and four 36-inch Boards. \$30.



MOR-PLA JUMBO-BLOX interlock so easily teacher need not help!

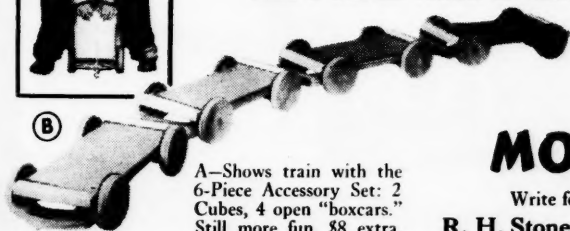
Big enough for satisfying muscle play. Big enough to build "real" things. And—important in these days of large classes—these big, wonderful hollow Blox have the famous Mor-Pla interlock—so children can build without teacher help—*build quickly*, so each group gets its chance to play!

For developing initiative, cooperation—for teaching concepts of space relations and numbers—Mor-Pla hollow Jumbo-Blox are a basic teaching aid.



New Mor-Pla Blok-Train—more fun!

Double the usefulness of your Mor-Pla Blok equipment—put it on wheels with the new Mor-Pla Train! Safe, sturdy—the Blox lock right on each car, can't slide off. Cars detach readily to give each child a ride-on vehicle for lessons in traffic and other activities.



B—Basic Blok-Train. 4 Cars; over 5½ feet long. Heavy ¾-in. birch plywood; very strong. Only \$18.50.

A—Shows train with the 6-Piece Accessory Set: 2 Cubes, 4 open "boxcars." Still more fun. \$8 extra.

MOR-PLA JUMBO-BLOX AND TRAINS

Write for further information or order direct from
R. H. Stone Products, Box 414, Detroit 31, Mich.

Books for Adults . . .

Editor, CHARLES DENT

Let's get the family off to a good start in 1956 through increased understanding of the individual roles of each member—parent, infant, child, teen-ager, or youth—that may come from current reading. The books presented are suggested as individual reading or study material, as well as helpful information for school or community discussion groups.

Let's start with **THE GROWING FAMILY. A Guide for Parents.** Edited by Maxwell S. Stewart with a foreword by Sidonie Gruenberg. (New York: Harper, 49 E. 33rd St., 1955. Pp. 264. \$3.50). This volume offers 10 informative chapters on child guidance and family relationships.

Developed from individual pamphlets originally published by Public Affairs Committee, Inc., authors include Ruth Carson, James L. Hymes, Jr., Dorothy M. Baruch, Clara Lambert, Ernest Osborne, Josette Frank, Evelyn Millis Duvall, Dallas Pratt, and Jack Neher.

The importance of enjoying and understanding the early relationships between parents and children is emphasized. Nearly every stage of family living beginning with the conceptual stage and continuing into teen years is discussed.

The "growing family" is one which anticipates and plans for children long before they arrive. The child's induction can be made continuous and enjoyable as he is aided in acquiring proper attitudes toward discipline and appropriate appreciations of sex roles.

Members of growing families need to understand and to adjust to each other as individuals and to the worlds about them. Child life from 6 to 12, the democratic processes of living, and the sources of children's vicarious experiences which may come through comics, television, radio, or the movies are among the discussions that are related to the kinds of happy growth which families may achieve. Much information is included to help parents understand youngsters' reactions to themselves and to each other.

The discussion "Mental Health Is a Family Affair" describes ways in which parents achieve satisfactions from living which be-

family of man

sculptured play people

Scaled 1" to a foot, carved in 3 dimensional form (hardwood) combining visual and sensory experiences. Perfect as Unit Block play people.

Write Dept. CE-1 for new 1956 catalog.



creative playthings inc.

5 University Place, New York 3



come a part of their home and community life. The importance of understanding personality problems and what to do about them is presented. Parents are helped to anticipate adjustment and happiness dividends that accrue when individual families and community groups work at new and progressive ideas in community living.

In growing families, parents who know how to play with children are never set apart from them for long. This point is made clear by **Arnold Arnold** in **HOW TO PLAY WITH YOUR CHILD**. (New York: Ballantine Books, 404 5th Ave., 1955. Paperbound, 35¢; hardbound, \$2.).

Mr. Arnold's point of view is that play is the child's work, and toys are his tools. Each period of a child's growth makes its own play demands on him and on his parents alike. The child is not to be left to his own play devices as soon as he has learned to walk, but appropriate activities are suggested for joint play at a designated, regular time. A successful play time depends on the extent to which parents take their cues for chosen activities from children themselves.

Since Mr. Arnold is a designer of creative toys, he includes information about how they may be used. With careful planning, parents can provide toys with a maximum play life of days and months rather than toys that are readily discarded. "The degree to which the toy permits the child to participate and to which it stimulates related and unrelated play is the standard by which the parent can judge a toy." It will bear repeat readings and passing on to a friend—especially the 35¢ edition!

Additional books that throw light on taking care of individual differences in children are included. Space permits only listing them.

PARENTS AND CHILDREN. By C. W. Valentine. New York: Philosophical Library, 15 E. 40th St., 1955. Pp. 212. \$3.75. Parents are offered information which helps them to understand themselves as well as to understand their children. Discussions include the child's various stages of development.

HOW TO HELP THE BABY GROW. By Julia M. Long. New York: Greenberg, 201 E. 57th St., 1955. Pp. 86. \$1.50. The subtitle of this book is "A Simplified Guide for Parents and Baby Sitters."

(Continued on page 246)



PLAYTHINGS WITH A PURPOSE...

Scientifically designed, beautifully constructed **MODERN PLAYWAY EQUIPMENT** has earned a place in leading progressive nursery schools, kindergartens, and primary classrooms everywhere. They aid in the development of the child's muscular strength, coordination and control, offer him an incentive to think, choose, and test, and, at the same time, hold the child's interest by offering activity which he enjoys. **MODERN PLAYTHING WORK-AND-PLAY MATERIALS** are thoroughly tested to be pedagogically correct for the teacher!—psychologically correct for the child!



SEND FOR THIS VALUABLE BOOK TODAY

"Handbook of Educational Work-and-Play Materials" . . . more than 400 educational work-and-play materials. Only 25¢ Postpaid.

Dept. CE-49

The **American Crayon** Company
Sandusky, Ohio New York

MARGARET RIBBLE

author of *THE RIGHTS OF INFANTS*, writes an outstanding new book showing parents how to guide and enjoy their pre-school children

The Personality of the Young Child

AN INTRODUCTION FOR
PUZZLED PARENTS

By MARGARET A. RIBBLE, M.D.

The author of the highly acclaimed and successful *THE RIGHTS OF INFANTS* now turns to the toddler and pre-school child—with a book even more helpful and stimulating than the first. Examining the child's first perspectives on life, she deals frankly and fully with his early sexual development, his first aggressive tendencies, his need for privacy, the beginnings of his mental life, his first lessons in the rights of others. Drawing on her extensive experience with parents and children, Dr. Ribble sets forth in meaningful, non-technical terms all the findings that have been made in child psychology. Here is an interesting, authoritative book you will want to read—and recommend. \$2.75

THE RIGHTS OF INFANTS—
now in its 12th printing. \$2.25

COLUMBIA UNIVERSITY PRESS
2960 Broadway, New York 27, N. Y.

Please send me POSTPAID

- ☐ The Personality of the Young Child @ \$2.75
☐ The Rights of Infants @ \$2.25

I enclose \$

Name

Address

City Zone State

Books for Adults

(Continued from page 245)

THE CARE AND FEEDING OF TWINS.

By Phyllis Graham with a foreword by Arthur H. Parmelee, Jr., M.D. New York: Harper, 49 E. 33rd St., 1955. Pp. 242. \$3.50. Many aspects of rearing two babies at once are discussed.

ADOPTION AND AFTER. By Louise Raymond with a foreword by Sidonie M. Gruenberg. New York: Harper, 1955. Pp. 238. \$3.

A timely discussion of the role of adoption in American family life. This author reminds parents to "Always remember he's your own, and never forget he's adopted."

YOU AND YOUR CHILD'S HEALTH. By Paulette Hartrich with a foreword by Milton I. Levine, M.D. New York: Harper, 1955. Pp. 208. \$3.

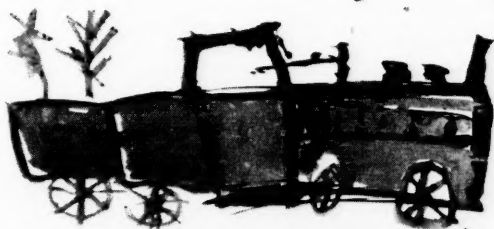
Practical suggestions are presented for helping parents to get and to keep their children on the road to sound physical health.

~

Many individual questions naturally arise within the family. Parents seeking advice on how to deal with once refined and docile children suddenly turning into so-called "forward brats" will receive information from reading *QUESTIONS PARENTS ASK* by James Lee Ellenwood (New York: E. P. Dutton, 300 4th Ave., 1955. Pp. 155. \$2.50). They may realize, however, that their questions often reveal more about themselves than they do about their knowledge of children. This book carries suggestions that help parents to define their concerns for the do's and don't's of child rearing as being too much, too little, or just about right. It is interestingly written with clever continuity between the sections which deal with parents' questions about children in the home, away from home, on their own, and as related to teen-age tribulations.

The book, *QUESTIONS BOYS ASK* by David W. Armstrong, should do a great deal to improve communication between interested parents and their sons. Some of the questions are ones that boys should ask but don't, so this book may become a springboard for getting at concerns of parents or boys that do not readily come for discussion. Questions dealing with topics such as popularity, improving personality, personal appearance, sex, (Continued on page 248)

where's
the
engineer?



He went home... (after all, he's only six years old and school was out) but he left us his locomotive.* And thanks to the new *Easel Age Scale*, devised by Dr. Beatrice Lantz after ten years of research, kindergarten and first grade teachers all over these United States can now tell us a lot about their youngsters from just such creations as that locomotive, produced in the normal course of a day's activity. "For the first time, a Scale is available by which maturity can be estimated from children's paintings at an early age with considerable reliability." So says renowned Lewis M. Terman in his introduction to this ingenious new measuring technique. We feel, with him, that it is a unique contribution to the field of intelligence testing and hope you'll feel free to write for further details to: 5916 Hollywood Boulevard, Los Angeles 28, California **CALIFORNIA TEST BUREAU**

*A BLACK AND WHITE REPRODUCTION OF ONE OF OVER 3,000 CALCMINE PAINTINGS IN FULL COLOR FROM WHICH THE FINAL EASEL AGE SCALE WAS SELECTED

JANUARY 1956

247

HUMAN RELATIONS IN TEACHING:

The Dynamics of Helping Children Grow

by **HOWARD LANE** and **MARY BEAUCHAMP**, both of *New York University*

Here is a thoughtful, provocative attempt to examine the life today's children experience and to suggest practical means to enhance living for all.

The book is based on the three basic facets of present-day living that must be examined in relation to each other in order for today's educational program to be meaningful. It gives new insight on what it means to educate for democratic living and contributes to the reader's understanding of the relationship between authority and freedom and between group and individual well-being.

353 pages 6" x 9" Published 1955

TEACHING WORLD UNDERSTANDING

Edited by **RALPH C. PRESTON**,
University of Pennsylvania

This timely and important text spells out in detail exactly how a teacher may proceed in building world understanding, both in the elementary and high schools. Each chapter is written by an expert in his field, but careful editing has assured continuity in style and content.

The book does not emphasize what the teacher "should" do, but what teachers "have done" and "can do." Although emphasis is on practice, theory is not neglected. Procedures, publications, and films are strictly up-to-date. This material cannot be found in any other book.

207 pages 5½" x 8¾" Published 1955

For approval copies write

PRENTICE-HALL, Inc.
Englewood Cliffs, New Jersey

Books for Adults

(Continued from page 246)

standards, the gang, getting along in school and college, religion are presented. Although the reader may have to supply a great deal of understanding of the psychological reasoning back of the answers, it is helpful to note that boys are encouraged to discuss all kinds of questions with adults and to seek advice that they feel they need.

Two books which furnish the psychological understandings which parents and other adults need in dealing with individual differences in children are:

ADOLESCENT DEVELOPMENT. By Elizabeth B. Hurlock. New York: McGraw-Hill, 330 W. 42nd St., 1955. Pp. 590. \$6. (2nd edition). This book is a veritable, annotated encyclopedia of information which enables one to follow the development of the adolescent. It begins with the transitions that set in with the onset of puberty, and describes the effects of physical changes on all phases of individual maturation and adjustment including social behavior, family relationships, and personality *per se*.

CHILD DEVELOPMENT. By Millie Almy. New York: Holt & Co., 383 Madison Ave., 1955. Pp. 490. \$4.50. How parents and students may apply the growing knowledge which they have about children's maturation is described through setting up and discussing specific problems related to the nature of six individuals' inner lives as they grew from birth to age 18.

What book best links the concerns of a growing family for its members to the living and learning that goes on in the classroom to the extent that parents and teachers are working toward common goals? The answer leads us to **HUMAN RELATIONS IN TEACHING**, by Howard Lane and Mary Beauchamp. (New York: Prentice-Hall, 70 5th Ave., 1955. Pp. 353. \$4.50). This book was written for parents, teachers, neighbors, and other educators "to help them devise ways and schemes for rearing the kind of people who can live happily, productively, and securely in this new world that must learn to control the release of new energies."

The "new energies" highlighted are improved human relations, skills, and attitudes

that accrue from the enhancement of the living of the individual through school-sponsored experiences that run the gamut of democratic practices and ideals. Such experiences are reflected in three major discussions which center around: "What does it mean to be human? What does it mean to live in mid-twentieth century? What are the dynamics of learning to live together?" The penetrating answers include many ideas for teachers with much needed understanding in these areas. After reading this book no one will be satisfied with the kinds of learning situations that are confined to the four walls of a classroom.

Suggestions included for the improvement of living and learning both within and without the classroom are numerous. The assessment of the role of the adult in the child's life, and the many one-world values for living which must be transmitted to children and youth, make this book a real contribution.

The job of teachers, parents, neighbors, and educators is a joint one in providing for the human relations needs of the individual in today's world. There is not a book that has been mentioned which does not relate to such needs in one way or another.

PACKAGE LIBRARY OF FOREIGN CHILDREN'S BOOKS

Now available:

Beautifully illustrated books for children from many countries in their original language. Grouped in packages for the librarian's convenience.

Carefully selected for library use by expert librarians.

A **PROJECT** to foster international understanding through easy and enjoyable books.

SPONSORED BY ALA.

An important addition to your library. A new center of interest to your readers. Make these books available to your children, teachers, students, etc.

DON'T MISS THE NEW 1955-56 CATALOG

with important new packages.

WRITE TO:

Package Library of
Foreign Children's Books

69-41 Groton St., Forest Hills, New York 75

Help for reluctant readers

FREE!

Colorful 17 x 22 inch map of historic U. S. Trails is available free of charge to teachers. This map is ideal for classroom display and creates pupil interest in the American Adventure Series stories. Write for your free copy TODAY. Wheeler Publishing Co. 161 East Grand Avenue Chicago 11, Dept. 71

THE AMERICAN ADVENTURE SERIES

THE AMERICAN ADVENTURE SERIES

A unique series, designed specifically for corrective reading programs in elementary and secondary schools.

Emphasis is placed upon creating high interest appeal for the low ability reader and developing reading confidence. Fifteen authentic, colorful, historical biographies of famous American heroes. Available with this graded corrective reading series is Dr. Betts' authoritative "Handbook on Corrective Reading" and the easy-to-follow guide book for each title prepared especially for busy classroom teachers.

The only graded corrective reading program.

Edited by Dr. Emmett A. Betts
Betts Reading Clinic, Haverford, Pa.

Among the Magazines . . .

Editors, LUCY NULTON and Teachers
P. K. Yonge School, Univ. of Fla., Gainesville

Our subject for this issue reflects a widely growing concern that there are, and should be, exceptional children in regular classrooms.

An exceptional child has the same basic needs as a child without a handicap. He has the same curiosity in the world in which he lives, the same compulsion to "do it myself," the same gift for laughter. In her article, "I Was an Exceptional Child," *Journal of Exceptional Children*, Oct. 1952, Frances Warfield compares the status of the exceptional child in the world in which she lived with the changing philosophy toward these children. "Values are changing in this Brave New World. There are not handicapped and unhandicapped children, but only children."

"Boys and Girls Together—Handicapped and Able-bodied," *Recreation*, June 1955, describes a camp situation, "an education for

handicapped children in how to get along with 'normal' contemporaries in the contributions they can make to a normal society, and as an experience for able-bodied youngsters in getting to know children whose handicaps appear strange to them." This reminds one of "Camping Together," Carter, *Journal of Exceptional Children*, Oct. 1955. Closely related to these accounts are Drewry, "Emotional Needs of Children," Feb. 1955 and Laycock, "Community Understanding of the Exceptional Child," Nov. 1954, both in *J. of Exceptional Children*. Laycock bespeaks "acceptance . . . (with) right to have the best possible chance to develop their potentialities as has the so-called average or normal child."

Child-Family Digest, Sept. 1955, has two articles. LaBarre, though not discussing the exceptional child, in "Self-Respect and Mental Maturity," says, "All of us need this simple kind of approval for what we are, and we need it all our lives." Rusalew, "Factors in Integrating Blind Persons in the Community," states, "It has been felt that the most socially desirable adjustment for a blind person is that which allows him to function in the normally seeing community."

In Dec. 1950, *J. of Exceptional Children*, Johnson and Kirk ask, "Are Mentally-Handicapped Children Segregated in the Regular Grade?" The results of a series of studies conducted by the University of Illinois indicate that the mentally-retarded are segregated as indicated by the high percentage of isolates and rejectees as compared to their peers.

Also from the same journal: "The Responsibility of the School in the Education of the Exceptional Child," Dabney, Nov. 1953; "Adapting the Nursery School for the Mentally Retarded Child," Ikeda, Feb. 1955; and "Organization and Function of Day School Units for Children," Wishik and Klapper, Jan. 1954. The latter is a discussion of how a regular school with a multi-diagnostic program can offer handicapped children a regular educational setting and can help the non-handicapped understand and live with the disabled. "In a school of 500 or more the existence of a handicap in approximately 10 percent should not interfere with the general school program."

Reminder: "A Physician's Suggestions to the Classroom Teacher," Shands, *The Crippled Child*, Aug. 1950. The series of reprints

FOLKWAYS RECORDS

World's leading producer of AUTHENTIC folk music on RECORDS including THE ETHNIC FOLKWAYS LIBRARY which contains an unusual selection of the music of over 200 peoples; recorded on location by native orchestras and vocal groups; each Long Play Record is accompanied by extensive notes by famous collectors and recognized authorities.

And the famous SONGS TO GROW ON series for children. ANTHOLOGY OF JAZZ and AMERICAN FOLK MUSIC, INTERNATIONAL SCIENCE and LITERATURE SERIES.

Most of the issues are original recordings on HIGH FIDELITY—40-18,000 cycles. ALL FOLKWAYS RECORDS are guaranteed for quality of reproduction and content.

For complete catalogue write to:

**FOLKWAYS RECORDS &
SERVICE CORP.**

117 W. 46th St., New York 36, N. Y.

of six articles in the *NEA Journal* (1950-1952), "What the Classroom Teacher Should Know About the Child with: Polio, Epilepsy, Cerebral Palsy, Partial Sight, Rheumatic Fever, Impaired Hearing." The account, "Our Daughter Is Blind," *McCall's*, Dec. 1953, by a mother whose child went to a school for sighted children. The summer 1954 issue of *NANE Bulletin* devoted to the exceptional child.

The Feb., Mar., Aug., Sept., and Oct. 1955 issues of *The Two to Five World News* give numerous considerations of the handicapped child. One should not miss "Blind Children in the 'Normal' Classroom," Campbell, *Understanding the Child*, June 1955.

Being gifted may become a handicap and result in waste of personality. Ruth Strang suggests several ways in which life for these may be enriched "far better than by skipping a grade," *NEA Journal*, May 1955. Also: "Prospecting for Brain Power," McDermott, *National Parent-Teacher*, June 1954; "Working with Gifted Children," Davis, *Social Education*, Mar. 1955.

The emotionally disturbed are also handicapped. "The League for Emotionally Disturbed Children, a national organization with chapters in many states, aids parents of seriously disturbed children. Aid for such children is wholly inadequate and the rapid growth of the League is encouraging. For information write Irving Kaye, 10 W. 65 St., NYC." *Child-Family Digest*, Sept. 1955.

P. S. We found the answer to "Blackboard Jungle." Those children, too, need special understanding. "To Teach Is To Love," Cordelia Baird Gross, *Reader's Digest*, Nov. 1955.

LOST OR MISSING ISSUES OF CHILDHOOD EDUCATION

Issues lost in mail replaced free if we are notified within two months following issue date. Any later than two months, charge is 75¢.

NEW! FREE CATALOG OF RHYTHM BAND INSTRUMENTS

Every kindergarten and elementary grade teacher should have a copy of this brand new catalog of Conn Rhythm Band instruments. Packed with pictures and prices on all the instruments and outfits in the complete line. Mail coupon today.

GET THIS HELPFUL

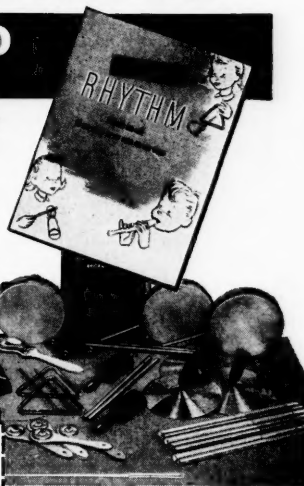
"HOW-TO-DO-IT" BOOK, TOO

A newly revised, easy-to-understand "Handbook for Rhythm Band"—tells what to do and how to do it! Many pictures and instructive illustrations, including many music scores. Only 50¢ each.

**BAND INSTRUMENT DIVISION, C. G. Conn Ltd.
Department 146, Elkhart, Indiana**

- ☐ Send, free and without obligation, Rhythm Band Catalog.
☐ Please send "HOW TO DO IT" Handbook. I enclose 50c.

Name _____
Address _____
City _____ Co. _____ State _____
I teach _____ grade.



**MAIL COUPON TODAY!
GET NEW CATALOG AND
R. BAND DIRECTION BOOK**

Over the Editor's Desk

A New Year's Wish

Last year a holiday greeting from Agnes Adams included this wish that we would like to pass along to all our friends.

"May your new year begin with tasks enough to keep you from resting on your oars, health and rest enough to maintain an equilibrium, new ideas and friends enough to keep you interested and interesting."

That Good "New Year" Feeling

This letter received last January seemed to express how many teachers feel and act as a new year begins.

"The first two weeks of the New Year have been pleasant ones. It was so good to be back with the children. Planning our work was so much easier and so stimulating. Last fall I wondered if they would ever talk! We have some interesting work underway. In one corner a volcano, fossils are being 'cast,' rocks cracked and examined, electricity buzzes at one table, dioramas to represent various animal habitats are in process. It really is a seven-ring circus!"

They Found Out About Arithmetic

A friend of ours who taught first grade is now teaching fourth grade. We enjoy accounts of her new experiences and want you to know this one.

"Last week we came across a long division problem. 'Oh,' they said, 'we know how to do that; we learned it last year.' Well, I thought that was extraordinary, and proceeded to try to find out what they 'knew.' They were experts in the procedure, having memorized the rules of divide, multiply, subtract, and bring down—but they didn't understand what they were dividing, or why. I asked questions and tried to illustrate it, but discovered I was pretty weak myself. Fortunately the weekend came, and I had a good chance to pore over the books in the library. By Monday morning I had it all clear in my mind; I would just back up a bit. This seemed to throw them into endless confusion, and some of the braver ones cried for 'just plain division' again.

"I was determined to prove my point. I would not let them practice form without understanding. 'What they need is some illustrative materials.' So Monday night I sat

down and figured out a set that they could make from a sheet of construction paper—hundred squares, ten strips, and so forth.

"Well, today I proceeded to use these materials, and we did some long division with them. The kids were utterly fascinated! 'Please can't we do more?' they cried. They think it's a game, and I don't mind at this point. At least they are getting a feel for numbers, and know the difference between a hundred, ten, and one, I hope. I figure that by the time they move a hundred back and forth with the tens, they'll know that 100 is made up of 10 tens."

Keeping Up with the Joneses

One of the mothers who works in the ACEI office was helping her junior-high age son fill out a questionnaire for school. One question was, "How much time per week do you spend watching television?" He had written 10 hours. "But you don't watch television that much," she said to him.

"I know it, but 14 hours was the average last year and I don't want to be too far below."

Next Month

"What a Child Values" is the topic for the February issue of CHILDHOOD EDUCATION. This is the first of three issues devoted to helping us see the child assume responsible citizenship. The publicity about juvenile delinquency caused the Editorial Board to plan issues which would take it below surface evidence. Consequently an issue on what is important to the child was needed. March will follow with "Children Learn Responsibility," and April with "How Shall We View Delinquency?"

The editorial on recognizing what a child values has been prepared by Arensa Sondergaard. Bernice Milburn Moore has written on how the child perceives his world. Robert Fink tells us what children fear and why. Robert Goldenson reports a study of what children say makes a happy family.

What tools teachers can use for knowing more about the child are discussed by Charlotte Buhler.

The second section will report on research in phonics by Alvina Treut Burrows.

"The Teacher" and "Concerns for Children Are Worldwide" will have reports.

ould
er—
orth.
mate-
with
ted!
They
this
for
en a
that
and
00 is

who
office
high
nool.
week
had
tele-

rage
ow.”

the
e of
t of
the
pub-
the
ould
ently
was
dren
How

child
der-
n on
bert
why.
what

ving
har-

arch

dren

ION